THE SOUTHERN ASSOCIATION QUARTERLY

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For the complete program of the Forty-fifth Annual Meeting to be held at the Peabody Hotel, Memphis, Tennessee, December 9-13, see pages 657 to 668 this issue of the QUARTERLY.

The April, 1940, Meeting of the Southern Association

The last meeting of the Association, held in Atlanta, April 8-12, probably gave more serious thought to the machinery and procedures of the Association and its Commissions than any meeting since the adoption of the new constitution. Nearly all the issues discussed in the open forum published in November, 1939, and February, 1940, were carefully deliberated and acted upon at the Atlanta meeting.

The Southern Association Quarterly. The Association decided to continue the QUARTERLY, and apparently there was no dissenting voice at the time of the final decision.

A Coördinating Committee. The Association and Commissions gave careful consideration to improving the business routine of the meetings. The acoustical arrangements were the best in three years. No complaint was heard as to people near the speakers' desk not being able to hear what was said from the floor, as had been the common complaint at Memphis the preceding year. A special Coördinating Committee was set up by the Association, consisting of the chairman and secretary of each Commission and the president and secretary of the Association, whose business it is to meet regularly the day preceding the meeting of the Association and upon the call of the president, to keep the officers and members of the Commissions and of the Association informed as to the activities of all parts of the business and working organization. The nominating committees and presiding officers also showed a tendency in their recommendations and appointments to divide work more, not create overlapping memberships on the Executive Committee and the Commissions, and not to work the same individual on too many important committees.

Dues of Secondary Schools. The dues of secondary schools were not raised. The budget for 1940 was made out without such increases in dues, and the consensus seemed to be that the Association does not wish to agitate increase in dues until circumstances compel.

Auditing of Funds. All Commissions presented complete audits which were summarized in the report of the Secretary-Treasurer in the May QUARTERLY. The Audit Committee of the Commission on Secondary Schools, Superintendent H. D. Fillers, chairman, whose report was unanimously adopted, provided for much-needed uniformity in reporting expenses of state committees, and listed expenditures deemed to be appropriate from Association funds.

State High School Supervisors Ex-Officio Members of the Commission on Secondary Schools. The constitution was amended so as to exempt the state high school supervisor in each state from the ineligibility to succeed himself after a second term on the Secondary Commission. In states having only one supervisor or a chief supervisor with assistants, this ineligibility had resulted in placing on the Commission for a single year out of seven some member of the State Department not familiar with the proceedings of the Association. It seemed to be pretty generally agreed that the exemption should be made. The proposed extension of the exemption, however, to professors of secondary education on the Commission on Secondary Schools seemed to meet with quite general disfavor and was tabled.

The Evaluative Criteria. Discussion as to the "evaluative criteria" was even more temperate than in the forum published in the QUARTERLY. It seemed to be quite generally agreed that the "evaluative criteria" would and should be used more and more on a voluntary basis and would probably prove their value. There was little tendency to wish to "go too fast." There was a prudent tendency to cling to minimum quantitative standards at least for a time and to find out by experience what expense ultimately would be involved in wholesale application of the criteria.

Permanent Meeting Place, Permanent Offices. It was generally agreed that the majority of the members of the Association do not desire a permanent meeting place, although there is a strong minority that does desire this. The minority was weakened somewhat by the fact that the most commonly mentioned place for meeting regularly has been Atlanta and about half of the people present at the meeting who wish to meet regularly in Atlanta favored meeting downtown instead of at the Biltmore. The matter of central offices was discussed less than at the two preceding meetings, partly because the Atlanta group, which has been most active in urging permanent offices, was acting as host and consciously refrained from agitation. The Executive Committee, furthermore, did not find any way of combining any of its editorial and secretarial offices, as had been suggested on pages 42-43 of the February, 1940, QUARTERLY. It should be said in closing that so far as the QUARTERLY knows, there has been much less forwarding of inquiries and correspondence from office to office this year than for the last two or three years. It may well be that the year 1939-40 was an unusually bad

year for this. The QUARTERLY still agrees, however, with those who feel that a central ofice would be a desirable clearing house in which to expedite the transaction of Association business between meetings.

Some other important matters acted upon by the Atlanta meeting are summarized below.

The Joint Committee on Teacher Training of the Southern Association and the Southern University Conference. The report of the committee on reciprocal relations in certificating teachers in the various states of the Southern area was made in behalf of the chairman, Dr. W. R. Smithey, by Dr. Alexander Guerry, assisted by Dr. R. E. Jaggers of the Kentucky State Department. Dr. Jaggers has been executive employee of the joint committee and has done good work in paving the way for genuine reciprocity in the way of certification. This is a service to every teacher-training institution in the Southern Association as well as to the young teachers.

The Southern Association Study. The Commission on Curricular Problems and Research presented the most fruitful report on its activities it has yet been able to present. The Commission and the participating schools are definitely feeling surer of their work. As they gain in confidence, they more and more gain the confidence of the Association. Plans were made to hold the Southern Association Conference at Eastern Kentucky State Teachers College, Richmond, Kentucky, July 17-August 24, 1940. Report from the Conference will be made to the Commission at the Memphis meeting in December. Smaller conferences were arranged at nine institutions with the idea of extending the advantages of the Southern Association Study. Reports on these conferences also will be made at the Memphis meeting.

Annual Meeting of the Association in the Fall. The Association voted to meet hereafter the first part of December as it did prior to 1937, instead of in April as for the past three years. The majority of the college members in this matter yielded to an overwhelming majority of the secondary schools. One or two of the important meetings for college executives occur in the fall, and most of the state conferences and conventions of the denominations that support the church-related colleges have fall meetings. For this reason a majority of the college members of the Association were desirous of trying the spring meetings, although they were not over-urgent about the matter. During the depression, moreover, the Association had so frequently to deal with public secondary schools making the plea of being able to improve conditions after the January-February meetings of their state legislatures—when as a matter of fact the improvements usually did not materialize—that it seemed wise to the public secondary men to acquiesce in moving the meeting forward to April in order to get the picture of the schools after the legislatures had met. It was, therefore, with rather general approval

in December, 1936, that action was taken to postpone the next annual meeting until April, 1938. Unfortunately, the postponement ran into more conflicts for a majority of the delegates than the December meeting did. In the first place, the National Education Association with its large number of affiliated organizations meets the last week in February. In the second place, the majority of the state education associations in the South have moved their annual meetings into the spring. There also developed other conflicts. Then, too, since most of the states have now for a time stabilized their educational endeavors, the matter of meeting after the state legislature adjourned became less important. On the other hand, the college executives, who liked the April meeting, had been accustomed to receiving the complete report of the Southern Association, including its list of schools and standards, in February and never later than the middle of March. They have been seriously inconvenienced by the fact that an April meeting of the Association means postponing the receipt of desirable information until late in May at the best—to say nothing of the fact that any delay in compiling the minutes of the Association or of any one Commission would prevent publication until some time in June! The situation with reference to balance of convenience as between an April meeting and a December meeting has thus been reversed within a three-year period. On the one hand, the secondary school people—including also the departments of education of colleges and state departments of public instruction—who were inconvenienced by the spring meeting, no longer had much incentive to wait until after the adjournment of the state legislatures, as they had had three years before. On the other hand, the college administrators who find the December meeting somewhat inconvenient had come to find greater inconvenience in not being able to get the lists of schools and other proceedings of the Association for use throughout the spring in correspondence with prospective students.

The Commission on Institutions of Higher Education. The Commission on Institutions of Higher Education showed the results of its policies under the leadership of Chancellor O. C. Carmichael in trying to improve its technique of accrediting and to establish through conferences and correspondence a feeling of personal relationship between individual institutions and the Association as a whole. The Commission has apparently built more goodwill the past twelve months than in the preceding two or three years. The surveys and special studies of the Commission have proved especially valuable, and the new standards for junior colleges were adopted with almost unanimous approval.

Meeting of Secondary School Men of Georgia with the Commission on Secondary Schools. The major business transacted by the Commission on Secondary Schools followed rather closely the forecast of the forum discussion in the

QUARTERLY for November and February. A pleasant innovation of a professional and social nature was a dinner meeting planned by the Georgia school men under the leadership of Supervisor J. Harold Saxon. The superintendents and high school principals of the area most convenient to Atlanta and other Georgia superintendents and principals in attendance at the meeting of the Association each invited some member of the Commission on Secondary Schools to be his guest at a dinner meeting the evening following the adjournment of the Commission and preceding the formal meeting of the Association. The opportunity for acquaintanceship and pleasant discussion of secondary school problems was of high professional value as well as social. Since this writer is no longer a member of the Commission on Secondary Schools, he makes bold to suggest that the precedent set by the Georgia school men become a custom.

In Memoriam

This list is arranged alphabetically by states and institutions according to the same plan as the list "Builders of the Southern Association." (See p. 598, this issue.) Information for this section should be sent to the editor before October 1 of each year from the office of the president, registrar, or principal of member institutions. The directions sent out to all member institutions should be followed; that is, write "Form B" at the top of the page and then number and give the information as follows: (1) the name and address of the institution, (2) the name of the deceased employee, (3) degrees held and in each case the institution conferring them, (4) date of entering service of your institution, (5) position held at time of death, (6) date of death, (7) any special comment, (8) your signature as the person furnishing the information. (For the 1937 list, the first published by the QUARTERLY, see the issue of February, 1938, Volume II, pp. 24-29; for the 1938 list, see Volume III, pp. 18-25; for the 1939 list, see Volume IV, pp. 68-73.)

ALABAMA

BIRMINGHAM P. S.: (2) LETA KITTS; (4) 1899; (5) supervisor of music; (6) Nov. 2, 1939; (8) cjg.

BIRMINGHAM, ENSLEY H. S.: (2) J. C. POWELL; (3) BS, Peabody Coll.; AM, Birmingham-Southern Coll.; (4) 1920; (5) hd hist. dept.; (6) Sept. 24, 1940; (8) cjg.

BIRMINGHAM, RAMSAY H. S.: (2) ETHEL BESTOR CHILES; (3) AB, U. Ala.; (4) 1917; (5) sci. instr.; (6) Dec. 23, 1939; (8) cjg.

BIRMINGHAM, SHADES-CAHABA H. S.: (2) ALMA COBB; (3) AB, Howard Coll.; (4) 1926; (5) soc. studies, sci., art t.; (6) June 14, 1940; (8) jmw.

MOBILE, MURPHY H. S.: (2) EDITH DUFFEE; (4) 1897; (5) hd, Latin dept.; (6) April 6, 1940; (8) mlg.

MOBILE, MURPHY H. S.: (2) FAN RANDLETTE; (3) PhB, U. Chicago; AM, Columbia U.; (4) 1925; (5) dr., com. art, applied art; (6) Nov. 6, 1939; (8) kjc.

FLORIDA

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) ALBAN STEWART; (3) AB, AM, U. Kansas; PhD, Harvard U.; (4) 1916; (5) prof. bot., bacteriology; (6) May 31, 1940; (8) ec.

U. OF FLORIDA, GAINESVILLE: (2) M. B. Cogburn; (3) BSBA, U. Fla.; MS, U. Ill.; (4) 1932; (5) asst. prof. accounting; (6) April 13, 1940; (8) rsj.

U. OF FLORIDA, GAINESVILLE: (2) James H. Montgomery; (3) MD, U. Penn.; (4) 1916; (5) special lecturer in entomology; asst. plant commissioner and quarantine inspector, St. Plant Bd.; (6) Feb. 16, 1940; (8) rsj.

U. OF FLORIDA, GAINESVILLE: (2) L. M. Thurston; (3) BS, Mich. St. Coll.; PhD, U. Minn.; (4) 1936; (5) prof. animal husbandry; (6) Feb. 29, 1940; (8) rsj.

GEORGIA

SOUTH GEORGIA COLLEGE, DOUGLAS: (2) C. C. Childs; (3) Master's, Mercer U.; (4) 1927; (5) dean; (6) June 7, 1940; (8) jmt.

U. OF GEORGIA, ATHENS: (2) Frank Elijah Mitchell; (3) BS, U. Ga.; (4) 1924; (5) prof., hd poultry dept.; (6) Jan. 10, 1940; (7) served as poultry editor of *Progressive Farmer;* (8) cd.

KENTUCKY

ASBURY COLLEGE, WILMORE: (2) Helen Bishop; (3) AB, Asbury Coll.; AM, U. Kentucky; (4) 1922; (5) sec. to pres., 13 yrs.; registrar, 4 yrs.; (6) May 8, 1940; (8) cm.

COLUMBIA P. S.: (2) Orlando Earhart Huddle; (3) AB, Georgetown Coll.; AM, U. Ky.; (4) 1937; (5) supt.; (6) Sept. 24, 1940; (7) introduced commercial dept., home ec., voc. agric.; organized band; (8) mll.

MORGANFIELD H. S.: (2) William Joseph Cook; (3) AB, W. Ky. St. Tchrs. Coll.; (4) 1939; (5) soc. sci. t.; (6) July, 1940; (8) wfr.

PIKEVILLE COLLEGE, PIKEVILLE: (2) Emma Malone; (3) AB, Muskingum Coll.; (4) 1930; (5) Eng., hist. t.; (6) April 11, 1940; (8) ph.

U. OF KENTUCKY, LEXINGTON: (2) Maury Julian Crutcher; (3) BME, U. Ky.; (4) 1927; (5) supt. buildings and grounds; (6) Oct. 5, 1940; (7) general beautification of campus; (8) lmc.

UNIVERSITY OF LOUISVILLE, LOUISVILLE: (2) J. Franklin Bradley; (3) BA, PhD, Cornell U.; (4) 1920; (5) asso. prof. Eng.; (6) June 13, 1940; (8) rak.

LOUISIANA

AMITE P. S.: (2) Carley C. Pittman; (3) AM, La. St. U.; (4) 1919; (5) supt. schools; (6) April 6, 1940; (8) rwr.

LOUISIANA POLYTECHNIC INSTITUTE, RUSTON: (2) Andy Eugene Phillips; (3) BS, U. Nashville; AM, Peabody Coll.; (4) 1918;

(5) dir. training sch., prof. educ.; (6) Oct. 4, 1940; (7) developed activity program of educ. in training sch.; (8) fcm.

SLIDELL H. S.: (2) Mrs. Ethel H. Gardner; (3) BS, Ill. Wes. U.; BS, AM, La. St. U.; (4) 1936; (5) librarian; (6) Jan. 8, 1940; (8) lvm.

SOUTHWESTERN LOUISIANA INSTITUTE, LAFAYETTE: (2) Fuller M. Hamilton; (3) AB, Southwestern La. Inst.; AM, La. St. U.; (4) 1917; (5) dean, coll. of ed.; (6) July 18, 1940; (7) Coll. of Ed. made rapid progress under his leadership; (8) mj.

MISSISSIPPI

MISSISSIPPI COLLEGE, CLINTON: (2) Jesse Thomas Wallace; (3) BS, U. Miss.; AM, U. Chicago; PhD, Columbia U.; (4) 1907; (5) hd, hist. dept.; (6) April 30, 1940; (8) ams.

NORTH CAROLINA

DUKE UNIVERSITY, DURHAM: (2) William Preston Few; (3) AB, LLD, Wofford Coll.; AM, PhD, Harvard U.; LLD, Southwestern, Allegheny Coll., Syracuse U., Ohio Wesleyan, U. N. C., Davidson; LittD, Birmingham-Southern Coll; EdD, Southern Coll.; LHD, Boston U.; (4) 1896; (5) president; (6) Oct. 16, 1940; (7) member of Commission on Secondary Schools; pres. of the Southern Asso., 1932-33, member of Executive Committee, 1933-36, and for many years member of Commission on Institutions of Higher Education; (8) hh.

GREENSBORO COLLEGE, GREENSBORO: (2) Ella Alley Davis (Mrs. R. R.); (4) 1911; (5) librarian (retired from active service in 1938); (6) July 23, 1940; (8) llg.

GUILFORD COLLEGE, GUILFORD COLLEGE: (2) Russell Pope; (3) AB, Amherst; AM, Columbia U.; PhD, N. Y. U.; (4) 1935; (5) prof. mod. lang.; (6) July 16, 1940; (7) assisted in founding scholarship society and in production of college publications; (8) cam.

MARS HILL COLLEGE, MARS HILL: (2) Ethel Gregg; (3) AB, Howard Coll.; (4) 1924; (5) Eng. instr.; (6) Jan. 1, 1940; (7) active in student organizations; (8) inc.

MEREDITH COLLEGE, RALEIGH: (2) Ida Isabella Poteat; (4) 1899; (5) prof. art; (6) Feb. 1, 1940; (8) cc.

NORTH CAROLINA ST. COLL. OF AGRIC. AND ENGIN., RALEIGH: (2) Wilfred George Geile; (3) PhB, Yale U.; (4) 1927; (5) asso. prof. constr. engin., prof. structural engin.; (6) Jan. 27, 1940; (7) organized first student chapter of Asso. of Gen. Contractors; (8) jwh.

SAINT MARY'S SCHOOL, RALEIGH: (2) William Henry Jones; (3) AB, Trinity Coll.; (4) 1919; (5) dir. music, organist; (6) Feb. 23, 1940; (8) mc.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Charles Staples Mangum; (3) AB, U. N. C.; MD, Jefferson Med. Coll.; (4) 1896; (5) prof. anatomy; (6) Sept. 29, 1939; (7) medical research and publications; dean, Sch. of Medicine; (8) tjw.

WAKE FOREST COLLEGE, WAKE FOREST: (2) Benjamin Sledd; (3) MA, LittD, Washington and Lee; (4) 1888; (5) prof. Eng.; (6) Jan. 4, 1940; (7) author; (8) dbb.

WAKE FOREST COLLEGE, WAKE FOREST: (2) James W. Lynch; (3) MA, DD, Wake Forest; (4) 1923; (5) prof. Bible; (6) May 23, 1940; (8) dbb.

WAKE FOREST COLLEGE, WAKE FOREST: (2) Donald L. Pfohl; (3) BM, U. Mich.; (4) 1939; (5) dir. music; (6) Sept. 16, 1940; (8) dbb.

WAKE FOREST COLLEGE, WAKE FOREST: (2) John C. Caddell; (4) 1929; (5) coach, asst. in physical educ.; (6) July 5, 1940; (8) ebb.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) Viola Boddie; (3) LI, Peabody Norm. Coll.; (4) 1892; (5) hd dept. Latin; (6) March 20, 1940; (8) vtl.

SOUTH CAROLINA

FURMAN UNIVERSITY, GREENVILLE: (2) Mendel Smith Fletcher; (3) BA, Furman U.; AM, Peabody Coll.; (4) 1935; (5) registrar, dir. pub. relations; (6) March 29, 1940; (8) rnd.

WOFFORD COLLEGE, SPARTANBURG: (2) Joseph Augustus Gamewell; (3) AB, AM, LLD, Wofford Coll.; (4) 1876; (5) prof. Latin; (6) July 7, 1940; (7) director Wofford College Lyceum for 42 years; sec. faculty, 61 yrs.; (8) amd.

TENNESSEE

BARTLETT, NICHOLAS BLACKWELL H. S.: (2) W. W. King; (3) BS, U. Tenn.; (4) 1933; (5) tchr.; (6) Jan. 10, 1939; (8) jhg.

BRISTOL H. S.: (2) Mrs. Elizabeth H. Ferguson; (3) BS, Peabody Coll.; (4) 1920; (5) hist., civics, Eng. t.; (6) July 23, 1940; (8) ide.

GEORGE PEABODY COLLEGE, NASHVILLE: (2) Almon E. Parkins; (3) BPd, Mich. St. Norm.; BS, PhD, U. Chicago; (4) 1916; (5) prof. geog; (6) Jan. 3, 1940; (7) active on school committees; author; (8) alc.

HENDERSON, CHESTER COUNTY H. S.: (2) W. E. Montgomery; (3) AB, U. Tenn.; (4) 1918; (5) prin.; (6) Feb. 2, 1940; (8) thw.

KNOXVILLE H. S.: (2) Mrs. Mary Morrell; (4) 1926; (5) ass't librarian; (6) December, 1939; (8) wee.

MARYVILLE COLLEGE, MARYVILLE: (2) Robert Caperus Thrower; (3) BA, Maryville Coll.; (4) 1925; (5) asso. prof., ass't dir. phys. ed.; (6) May 20, 1940; (8) rwl.

TEXAS

AGRIC. AND MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Charles Puryear; (3) MA, Richmond Coll.; CE, Va.; LLD, Daniel Baker; (4) 1889; (5) dean emeritus; (6) July 26, 1940; (7) as dean, 1907-32, he was responsible for development of teaching division; (8) fcb.

AGRIC. AND MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Lyle K. Tanzer; (3) BA, MS, PhD, Iowa; (4) 1936; (5) asst. prof. chem.; (6) April 24, 1940; (8) fcb.

AMARILLO SENIOR H. S.: (2) Lauchlin McNeill; (3) BS, Davidson; LLB, U. N. C.; (4) 1927; (5) dean of boys; govt. t.; (6) Feb. 23, 1940; (8) cmr.

OUR LADY OF THE LAKE COLL., SAN ANTONIO: (2) Very Rev. Henry A. Constantineau; (3) AB, AM, U. Ottawa; STD, Laval U.; (4) 1911; (5) president; (6) July 9, 1940; (7) former member of Com. on Institutions of Higher Education,* and of the Executive Committee of the Southern Association of Women's Colleges; (8) ma.

SAM HOUSTON ST. TCHRS. COLLEGE, HUNTSVILLE: (2) S. C. Wilson (3) BS, Peabody Coll.; (4) 1909; (5) hd. dept. voc. agric.; (6) Oct. 21, 1939; (7) instrumental in establishment of teacher training in vocational agriculture; (8) mr.

SAM HOUSTON ST. TCHRS. COLLEGE, HUNTSVILLE: (2) R. M. Woods; (3) BS, Peabody Coll.; (4) 1910; (5) asso. prof. sociol.; (6) March 29, 1940; (7) leader in "Y" work; (8) mr.

TEXAS COLLEGE OF MINES, EL PASO: (2) Alvin Edward Null; (3) BA, U. Indiana; AM, U. Chicago; (4) 1927; (5) asso. prof. hist.; (6) Jan. 5, 1940; (8) fss.

TEXAS COLLEGE OF MINES, EL PASO: (2) Lucy Claire Hoard; (3) BA, San Diego St. Tchrs Coll.; AM, Columbia U.; (4) 1936; (5) asst. prof. educ.; (6) July 6, 1940; (7) author; (8) fss.

TEXAS TECH. COLLEGE, LUBBOCK: (2) Flora Powell McGee; (3) AB, Colo. Coll.; AM, Peabody Coll.; (4) 1925; (5) asso. prof. Eng.; (6) Aug. 2, 1940; (8) cbj.

*1934-36. He was a regular attendant upon the meetings of the Association for years. His genuine friendliness made him easily one of the best loved delegates to the Association. —Editor.

U. OF TEXAS, AUSTIN: (2) Frank Burr Marsh; (3) BA, PhD, U. Mich.; (4) 1910; (5) prof. hist.; (6) May 31, 1940; (8) lch.

U. OF TEXAS, AUSTIN: (2) Stewart Walsh Horne; (3) BA, MA, U. Texas; (4) 1930; (5) instr. geol.; (6) May 28, 1940; (8) lch.

WEST TEXAS ST. TCHRS. COLLEGE, CANYON: (2) R. A. Terrill; (3) diploma, N. Texas St. Tchrs. Coll.; (4) 1911; (5) hd dept. manual arts; (6) Aug. 28, 1940; (8) jah.

WICHITA FALLS SENIOR H. S.: (2) William Adolf Hornung; (3) BS, MS, Colo. Agric. Coll.; (4) 1927; (5) shop t.; (6) March 23, 1940; (8) hdf.

VIRGINIA

COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG: (2) Beulah Russell; (3) AB, Randolph-Macon Woman's Coll.; AM, U. Chicago; (4) 1925; (5) asso. prof. Math.; (6) Feb. 22, 1940; (8) jwm.

EMORY AND HENRY COLLEGE, EMORY: (2) E. Ray Casto; (3) BS, W. Va. Wesleyan; A.M, Peabody Coll.; PhD, Clark U.; (4) 1920; (5) hd dept. geol., geog.; (6) July 23, 1940; (8) jnh.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) Margaret E. N. Fraser; (3) AB, U. Toronto; AM, PhD, U. Penn.; (4) 1921; (5) prof. romance lang., hd dept.; (6) Jan. 12, 1940; (8) cs.

STAUNTON MILITARY ACADEMY, STAUNTON: (2) Robert E. Biscoe; (3) AB, Richmond; AM, U. Va.; (4) 1925; (5) instr. Eng.; (6) Aug. 10, 1940; (8) jwp.

VIRGINIA MILITARY INSTITUTE, LEXINGTON: (2) Col. Hunter Pendleton; (3) AM, U. Va.; PhD, Goettingen; LLD, Washington and Lee; (4) 1890; (5) prof. chem.; (6) July 31, 1940; (8) wmc.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON: (2) Paul M. Penick; (3) AB, LLB; (4) 1913; (5) sec.-treas.; (6) March 19, 1940; (8) fpg.

The State University in This Changing World*

By A. B. Butts
Chancellor, University of Mississippi

In general, American universities may be divided into three classes or groups according to their means of support: first, state universities, that is the tax-supported or public universities; second, church-supported universities; and third, endowed or privately supported universities. In turn, the state universities may be divided into two groups. In one group may be placed the state university which includes the land-grant college as a part of the university; that is, a single institution established by the state to do the work of both a state university and a state college of agriculture and mechanic arts. In the other group are the separated state universities. Here the state maintains separate institutions—usually two, sometimes more than two. About one-fourth of the states follow this second practice of having more than one institution in the field of tax-supported higher education. In the discussion here, I am using the term "state university" to include the whole program of tax-supported higher education.

Now, it has not by any means always been true that the state, that is the government, felt any definite obligation to provide education for its citizens—certainly not higher education. One does not need to go back so many years in our country to find that higher education was thought of as a privilege for only a few favored sons of the propertied class. For sons of those without considerable property and for daughters of those with or without property, higher education simply was not in the plan. It is true that some forward-looking leaders talked of plans for tax-supported schools.

The Ordinance of 1787 declared that "religion, morality, and knowledge being necessary to good government, the preservation of liberty, and the happiness of mankind, schools, and the means of education, shall forever be encouraged." This provision gave direction to most of the states in the Union in regard to education. In the discussion of this ordinance in the Senate of the United States in 1830 in his celebrated reply to Mr. Hayne of South Carolina on the Foote resolutions, Daniel Webster said:

> "But this ordinance did that which was not so common, and which is not even now universal; that is, it set forth and declared as a high and binding duty of government itself, to encourage schools and advance the means of education; for the plain reason that religion, morality and knowledge are necessary to good government and the happiness of mankind."

* An address delivered over radio station WGST, Atlanta, Georgia, April 10, 1940, in connection with the Forty-fourth Annual Meeting of the Southern Association.

The Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators have recently published a significant study entitled "Education and Economic Well-Being in American Democracy." I quote the first two paragraphs of the volume:

> "The American ideal of equality of opportunity assumed one of its most concrete forms in a universal system of public schools. Education, conceived first in the limited terms of old world ideas, soon burst these narrow bounds. The common school was developed first to offer elementary education to all the children of all the people. Later secondary education was provided at public expense. Today approximately two-thirds of youths of high-school age are enrolled in secondary schools. Higher education was first the prerogative of a favored few. Now more than a million youths attend the colleges and universities of the nation.
>
> "Universal public education grew out of the democratic ideal. It flowered with the fulfillment of that idea. Education came to be looked upon in the United States as the open door to opportunity. Children and youths might differ in capacity, wealth, and social position, but in their right to get an education—to capitalize such talents as they possessed—they were to be equal. Such became the ideal of our democratic society."

In establishing the University of Virginia, one of the earliest state universities, Thomas Jefferson viewed the tax-supported university as a practical arm of the government—a corollary of democratic government. He had said that "that government that expects to remain ignorant and free expects something that never has been and never will be." In a democracy where the tendency would necessarily be toward universal suffrage, Jefferson knew that the people must be educated if they were to be expected to direct or manage their own affairs of government.

In the very first of the Federalist papers Alexander Hamilton said:

> "It has been frequently remarked that it seems to have been reserved to the people of this country by their conduct and example to decide the important question whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend, for their political constitutions, on accident and force. If there be any truth in the remark, the crisis at which we are arrived may with propriety be regarded as the era in which that decision is to be made; and a wrong election of the part which we shall act may in this view deserve to be considered as the general misfortune of mankind."

The adoption or rejection of the Constitution of the United States was the "crisis" referred to by Hamilton when those words were written. We may be very certain that without proper education men will not prove themselves capable "of establishing good government from reflection and choice"; and this education must not be confined to only those who are able to afford expensive schooling. The government itself must more and more provide the right amount and kind of education for the youths of ability and ambition of whatever economic status.

Education and economic well-being, it has been pointed out, are interdependent. Democratic government in a highly technical, industrial society demands interrelations of education and economics.

The mere enumeration of questions propounded by the National Education Association in the study to which reference has been made suggests the problems of the state university today, and these deal with the relation of education to only one sector of life—the economic. Here are the questions: What factors contribute to high productivity in an economy such as ours, and what contribution does education make to such productivity? Do the improvement and strengthening of our national economy involve an improved program of public education? What kind of opportunity for youth is socially desirable? What kind and amount of education will result in maximum economic well-being? To what extent are children and youths of superior ability denied educational opportunity because of family finances? What effect has such denial on productivity and national income. To what extent will an educational program, right in kind and amount, tend to amortize its cost? Has the nation reached a period when it appears that basic economic limitations require restriction of the further development of free education? Or does it appear wise, from a purely economic point of view, further to extend this expression of the American ideal of equality of opportunity?

Granted that "education's contributions to the spiritual, ethical, and intellectual realms have always been, and will always be, of greater significance than those in the sphere of material things," we must nevertheless realize how the economic phase is always interwoven with other phases of human culture.

In the state universities we must teach; we must strive to preserve the best that men have discovered and produced; and we must ever, through organized research, labor to extend the bounds of the known into the fields of the unknown.

The modern world depends more and more upon science. Nearly every phase of life is constantly undergoing change because of the advance in scientific knowledge. In peace and in war there is an ever-increasing dependence upon science. For good or for bad—as men may choose—scientific developments shape the destinies of men and of nations.

The state universities must not neglect their duty as research centers. There is scarcely a large industry that does not recognize the significant contributions which are regularly flowing from university laboratories to the industrial development of the nation.

At the same time the state university must not fail in its original and primary objective: teaching. In its earliest beginnings, higher education was primarily concerned with the function of preparing students for professional work—the preparation of professional personnel in medicine, law, the ministry, teaching, engineering, and other professions. To meet the requirements of our times, the universities cannot escape the duty of expanding their teaching programs. Agriculture and business administration, chemistry and radio, subjects in fact ranging from poultry husbandry to television must come in for attention. Science and technology have changed the academic picture for all types of colleges and universities.

The people of the American democracy must not forget that their greatest hope lies always in an educated and a patriotic citizenry. In these days when so many phases of social security programs unrelated to educational institutions are seeking support from government, we must not neglect the proper support of our state universities.

Factors Associated with the Success or Failure of College Students*

By Sanford Winston
Professor of Sociology, North Carolina State College

As an approach to the problem of measuring the extent of success or failure of college students in achieving graduation, and determining some of the major affecting factors, the records of the classes matriculating at State College, University of North Carolina, in 1934 and 1935 have been studied. More than 95 per cent of all men matriculating in those years have been included in the analysis, the few omissions being those who did not file detailed social-economic schedules at the time of entrance.[1]

State College students who complete the four-year course are a highly selected group. Of 542 students who matriculated in September 1934, 166, or less than one-third, were graduated in the spring or summer of 1938. Of 618 students matriculating in September 1935, only 150 were graduated in the spring or summer of 1939, or slightly less than one-fourth. On the assumption that all students who were in school in the fall quarters following the regular four-year period would eventually graduate, probably an overstatement, the proportion completing the four-year course of study would become 43 per cent for the students matriculating in 1934 and 40 per cent for those matriculating in 1935. On the basis of the two years' experience, the chances of a student being graduated, therefore, are not quite 1 out of 2.

To account for the 55 to 60 per cent of the students who fail to be graduated, a detailed classification has been made (Table I). Eliminations as a result of failure take a heavy toll during the first year. Among the 1934 Freshmen, 25 students failed during the first quarter as compared with 52 students in the 1935 class. By the end of the spring quarter of each college year failures had accounted for 10 and 14 per cent of the students, respectively. Relatively large numbers of students failed in their Sophomore and Junior years, and a few even were eliminated for this reason as Seniors. Thirty-two members of each class did not actually fail, but were dropped because of low grades. Besides those whom the institution eliminated through its scholastic requirements, about one out of four students in each class withdrew for various reasons. Among these voluntary withdrawals, one out of four or five secured a transcript for the purpose of enrollment elsewhere. Poor grades were a major reason motivating withdrawal in a considerable proportion of cases. Illness of the student or of members of

* This article is the sequel to an article, "Social Backgrounds of College Freshmen," contributed by Professor Winston to the Quarterly for November, 1938.

[1] The few women students and foreign-born students were excluded.

his family and financial difficulties were other causative factors. Obviously the reasons students fail to be graduated are numerous and complex, but a major reason, in turn the result of a variety of factors, is unsatisfactory work. Moreover, in evaluating this factor it must be realized that as a state-supported institution, State College is required by law to admit all graduates of the high schools of the commonwealth. Hence, since selection is not rigorous at the time of entrance, it takes place rapidly during the first three or four quarters of collegiate work.

TABLE I

ACADEMIC HISTORY OF FRESHMEN WHO MATRICULATED IN SEPTEMBER, 1934, AND SEPTEMBER, 1935

Item	1934		1935	
	Number	Per Cent	Number	Per Cent
Total Freshmen	542	100.0	618	100.0
Graduates at end of four years	166	30.6	150	24.2
June	160		139	
Summer school	6		11	
Transfers*	36	6.6	36	5.8
Satisfactory grades	29		12	
Poor grades	7		5	
Grades unknown	..		19	
Withdrawals other than transfers	100	18.5	137	22.2
Satisfactory grades	†56		51	
Poor grades	44		22	
Grades unknown	..		64	
Dropped for "C" average	32	5.9	32	5.2
Non-transfers	24		28	
Transfers	8		4	
Failures	‡105	19.4	§126	20.4
1st quarter	25		52	
2nd quarter	11		20	
3rd quarter	20		16	
4th quarter	17		17	
5th-7th quarters	14		14	
8th-10th quarters	15		7	
11th-12th quarters	3		..	
Disciplinary withdrawals	4	0.7	6	1.0
Withdrawals before first grades	3	0.5	4	0.6
Deceased	1	0.2	1	0.2
In school, fall quarter, fifth year	67	12.4	99	16.0
No record	28	5.2	27	4.4

* Transfers refer to transcripts sent. The records do not indicate whether the students actually entered other institutions.

† Five of these lacked 6 hours credit or less.

‡ 14 students transferred after failing.

§ 12 students transferred after failing.

Scholastic Preparation

Normally, students may not matriculate at North Carolina State College until they have diplomas from four-year high schools. Such a measure is far from representing uniform scholastic training or individual achievement, however. This has been well proved by English placement tests[2] administered to entering students. Test grades range from less than 10 to 90 or more. In each of the two years studied more than three-fifths of all Freshmen scored less than 40 on the test. Of those who were graduated four years later, approximately one-half received scores below 40.

Table II tells the story. Students who failed or who were eliminated because of unsatisfactory grades averaged 12 to 17 points lower on the English tests than those who were graduated. Students who withdrew for various reasons, including low grades, but who did not attempt to transfer elsewhere, were superior scholastically to those who failed, but a large proportion were of doubtful college caliber. Students who secured transcripts for possible admission to other institutions compared favorably with those who were graduated. The group taking longer than four years to graduate represents students of college caliber, on the average, but students whose less adequate preparation plus other affecting conditions apparently makes a longer period than four years necessary for completion of the undergraduate course of study in the various schools.

Five out of 10 students who scored less than 20 on the 1934 English test actually failed or were dropped because of low grades. In comparison, less than three out of 10 who scored 20-29 were eliminated, two out of 10 who scored 30-39, and only one out of 10 of those who scored 40 or above. The results of the 1935 test also show that as the scores rose the proportion who were graduated tended to increase.

The relationship between English test grades and scholastic success is of course not perfect. A few students in the lowest group on the test were graduated while some of the higher ranking students failed. This is to be expected, since no single factor but rather a complex of factors is involved.

It should be pointed out that English grades have a far broader interpretation than merely academic knowledge. They are an important indication of individual intelligence. Moreover, they come nearer to reflecting social advantages and home backgrounds than any other single scholastic field in which tests might be given. Thus, the general low grades reflect not only the limitations of the public schools but also variations in individual ability and the varying advantages of the homes from which students come.

[2] Data through the courtesy of Professor J. D. Clark, English Department, State College, University of North Carolina.

TABLE II

ACADEMIC HISTORY OF FRESHMEN WHO MATRICULATED IN SEPTEMBER, 1934, AND SEPTEMBER, 1935, BY SCORES ON ENGLISH PLACEMENT TESTS

Item	Score on English Placement Test												
	Total	Less Than 10	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or More	Un-known	Mean*
1934													
Total Freshmen	506	20	93	107	95	61	42	30	13	6	2	37	34.0
Graduates, 1938	166	3	12	35	30	27	21	14	6	5	1	12	40.6
Transfers	36	3	4	5	6	7	3	2	4	..	1	1	40.1
Withdrawals other than transfers	100	4	24	22	16	14	6	4	2	..	..	8	30.8
Dropped for "C" average	32	1	8	12	2	1	2	1	..	..	..	5	26.6
Failures	105	8	39	19	17	4	6	4	..	1	..	7	25.8
In school, fall quarter, 1938	67	1	6	14	24	8	4	5	1	..	..	4	35.2
1935													
Total Freshmen	580	35	130	117	100	75	55	39	21	7	1	..	34.0
Graduates, 1939	150	2	13	29	35	25	15	16	11	4	..	..	41.8
Transfers	36	1	3	7	9	6	7	2	1	..	..	..	37.2
Withdrawals other than transfers	137	6	36	28	24	19	10	9	3	2	..	..	33.1
Dropped for "C" average	32	1	12	6	3	6	2	2	..	..	..	..	29.7
Failures	126	18	47	27	11	6	9	5	3	..	..	..	24.8
In school, fall quarter, 1939	99	7	19	20	18	13	12	5	3	1	1	..	34.6

* Exclusive of those for whom score was unknown.

Residence

Since urban schools offer more advantages on the average than rural schools, the data were analyzed on the basis of residence to see if this appeared to be associated with collegiate success or failure. In both years the proportions of urban students who failed or were dropped for "C" averages were lower than the proportions urban students constituted of all students (Table III). In contrast the number of urban students who transferred, who withdrew for other reasons, and who were in school the fall quarter following the normal June graduation tended to be unduly high proportionately. In both 1938 and 1939 the proportion of urban students among the graduates was practically the same as the proportion among the matriculating students four years earlier.

TABLE III

ACADEMIC HISTORY OF FRESHMEN WHO MATRICULATED IN SEPTEMBER, 1934, AND SEPTEMBER, 1935, BY RESIDENCE

Item	Total	Residence		
		Urban	Rural—Non-Farm	Rural—Farm
1934				
Total Freshmen	506	295	79	132
Graduates, 1938	166	100	20	46
Transfers	36	27	2	7
Withdrawals other than transfers	100	58	17	25
Dropped for "C" average	32	16	3	13
Failures	105	51	25	29
In school, fall quarter, 1938	67	43	12	12
1935				
Total Freshmen	580	298	114	168
Graduates, 1939	150	77	28	45
Transfers	36	21	13	2
Withdrawals other than transfers	137	82	21	34
Dropped for "C" average	32	13	6	13
Failures	126	49	35	42
In school fall quarter, 1939	99	56	11	32

Out-of-State Students

Since North Carolina State College draws rather heavily, considering the type of institution, from beyond the confines of the state, the extent to which out-of-state students remain to be graduated is pertinent (Table IV).

So far as graduation and remaining in school for more than four years are concerned, their record approximates that of all students. On the other hand, they are far more likely to transfer to other institutions than are North Carolina students. This tends to be counteracted by the fact that they are also less likely to fail. On the whole the record shows that scholastically the out-of-state students are a desirable component of the student group.

Self-Help

Earlier studies have emphasized the large proportion of North Carolina State College students who must earn part or all of their college expenses.[3] On the basis of students' estimates at the time of matriculation of the proportion of their expenses which would have to be earned, this does not appear to have been a particularly significant factor in college success or failure (Table V). Three-fourths of the 1938 graduates expected to earn part of their expenses in comparison with two-thirds of those who failed. About the same percent of those who withdrew as of those who were graduated had to earn part or all of their expenses. Not quite two-thirds of those taking longer than four years to complete their work were partly dependent on their own efforts.

In the class matriculating in 1935 the need of students to earn part or all of their expenses was even more general. More than four-fifths both of these who were graduated in 1939 and of those who failed expected to earn at least part of their expenses. Nine out of ten of those classified as withdrawals other than transfers had to be at least partially self-supporting.

In an institution such as State College self-help is so dominant apparently that it is not a determining factor in the proportion of students who actually are graduated, however significant it may be in affecting the work of the individual student.

[3] See, for example, "Social Backgrounds of College Freshmen," *Southern Association Quarterly*, Vol. II, No. 4, p. 402, November, 1938.

TABLE IV

ACADEMIC HISTORY OF OUT-OF-STATE FRESHMEN WHO MATRICULATED IN SEPTEMBER, 1934, AND SEPTEMBER, 1935, AS PER CENT OF TOTAL

Item	Total	Out-of-State Students	
		Number	Per Cent of Total
1934			
Total Freshmen	506	109	21.5
Graduates, 1938	166	38	22.9
Transfers	36	17	47.2
Withdrawals other than transfers	100	16	16.0
Dropped for "C" average	32	8	25.0
Failures	105	16	15.2
In school, fall quarter, 1938	67	14	20.9
1935			
Total Freshmen	580	85	14.7
Graduates, 1939	150	29	19.3
Transfers	36	15	41.7
Withdrawals other than transfers	137	20	14.6
Dropped for "C" average	32	1	3.1
Failures	126	7	5.6
In school, fall quarter, 1939	99	13	13.1

Age

Since age is related to scholastic success in the public schools and since the age range for the Freshmen studied was from 15 to 27 years, this factor was examined for its possible effect on the academic histories of the students. A tendency exists for the younger as compared with the older students to stay in school and to complete their work (Table VI). Since the college age is a period of many types of adjustment and the observed differences are relatively slight, however, the present data on age should not be over-emphasized as a factor to be considered in analyzing academic success or failure.

TABLE V

ACADEMIC HISTORY OF FRESHMEN WHO MATRICULATED IN SEPTEMBER, 1934, AND SEPTEMBER, 1935, BY PER CENT OF EXPENSES TO BE EARNED

Item	Per Cent of Expenses to Be Earned						
	Total	None	Less Than 26	26-50	51-75	76-100	Unknown
1934 Total Freshmen	506	137	96	160	40	55	18
Graduates, 1938	166	40	36	49	17	19	5
Transfers	36	5	7	16	1	6	1
Withdrawals other than transfers	100	22	20	26	12	15	5
Dropped for "C" average	32	9	7	12	2	..	2
Failures	105	36	19	32	6	10	2
In school, fall quarter, 1938	67	25	7	25	2	5	3
1935 Total Freshmen	580	90	56	129	166	124	15
Graduates, 1939	150	26	17	33	35	33	6
Transfers	36	4	3	10	9	8	2
Withdrawals other than transfers	137	15	10	30	45	36	1
Dropped for "C" average	32	8	5	7	9	3	..
Failures	126	20	11	25	40	26	4
In school, fall quarter, 1939	99	17	10	24	28	18	2

TABLE VI

ACADEMIC HISTORY OF FRESHMEN WHO MATRICULATED IN SEPTEMBER, 1934, AND SEPTEMBER, 1935, BY AVERAGE AGE AT MATRICULATION

Item	Total	Average Age
1934		
Total Freshmen	506	18.5
Graduates, 1938	166	18.2
Transfers	36	18.3
Withdrawals other than transfers	100	18.7
Dropped for "C" average	32	17.8
Failures	105	18.6
In school, fall quarter, 1938	67	18.1
1935		
Total Freshmen	580	18.3
Graduates, 1939	150	17.7
Transfers	36	18.2
Withdrawals other than transfers	137	18.5
Dropped for "C" average	32	18.3
Failures	126	18.6
In school, fall quarter, 1939	99	18.1

General Conclusions

Student success and failure as measured here represent the end result of a composite of factors. By and large the students who have the best preparation at the time of matriculation are the most likely to make satisfactory grades, but this preparation itself is the resultant of previous educational advantages, home environment, and individual ability. Such procedures as special classes, general background courses, and individual counseling are necessary to help students who are deficient scholastically, but they can only partially make up for lack of the qualifications essential to college success. In spite of strenuous efforts by the faculty and administration, a large proportion of student failures or near-failures will continue to occur until the students recommended by the secondary schools for entrance to state-supported institutions of higher learning are more effectively selected.

Historical Section

This section continues the policy of the QUARTERLY in publishing as rapidly as possible sketches of member schools and colleges. Preference is given to schools whose membership dates back more than twenty years, because these schools—aside from the fact that their long membership identifies them for a longer period with Southern Association history—have usually been older schools with more of history to lose if an early record is not made. The QUARTERLY is glad, however, to have sketches of all member schools and to publish them as promptly as it can. In such articles *stress facts*, and take time to get them.—EDITOR.

A Short History of the Radford School for Girls, El Paso, Texas

By JEAN PENCE
Assistant Principal, Radford School for Girls, El Paso

In 1910, Miss Ora Slater and Miss Olga Tafel, Eastern women with ideals of high scholarship and cultural attainment, founded the Radford School for Girls, which was then called the El Paso School for Girls. Miss Slater retired in 1923, and with the retirement of Miss Tafel in 1927, Dr. Lucinda de Leftwich Templin became principal of the school.

Dr. Templin is responsible for the maintenance of the original ideals of high scholarship and the introduction and efficacious functioning of the several unique policies for which the school is now known. First of all through her efforts, Radford was endowed and was placed on a non-profit and non-sectarian operative basis. In the second place, Dr. Templin planned and put into execution a distinctive preparatory school curriculum for women which is in effect at present. This curriculum, in addition to the regular college preparatory course, offers a broad and competent basis for living and includes the fine arts, public speaking, and home economics, all of which are acquired in a natural atmosphere of cultural refinement.

In 1931 Mr. and Mrs. G. A. Radford assumed the ownership of the school and endowed it generously. In 1937 a beautiful and efficient educational building, containing well-equipped classrooms and offices and furnished appropriately in the manner of the Southwest and Mexico, was erected and was named Julia Brown Hall in honor of Mrs. Radford, patroness and friend of the school.

Tennessee Wesleyan College

By James L. Robb
President, Tennessee Wesleyan College

The history of the founding and development of Tennessee Wesleyan College carries much of interest. The institution was founded in 1866 shortly after the close of the War Between the States, as a result of an intense desire on the part of the newly reorganized Methodist Episcopal Church in East Tennessee to have a college that would train leaders both lay and ministerial. A tract of eight acres containing a substantially built three-story brick structure erected in 1858 and operated for a while as "Athens Female College" was purchased from Rev. Erastus Rowley for $7,200 and put into operation as East Tennessee Wesleyan College. This original building, affectionately known to generations of students as "Old College," is still doing splendid service, having been recently reconditioned at a cost of $10,000. The first catalogue was issued for the academic year 1866-1867 under the title of East Tennessee Wesleyan College.

In 1885 the name was changed to Grant University. Four years later the institution was united with what was known as Chattanooga University. The college of liberal arts was located at Athens and the professional schools including medicine, law, and theology at Chattanooga. This arrangement continued until 1906, when the two upper years were discontinued, leaving at Athens the junior college which included two years of college work and four years of preparatory work. The name of the University was changed to the University of Chattanooga with the school at Athens known as the Athens School of the University of Chattanooga. The last change in the relationship came in 1925 when the college at Athens was separated from the University of Chattanooga and became an independent institution resuming the original name, revised to read Tennessee Wesleyan College.

Prof. Percival C. Wilson was the first president of the College at Athens, serving only one year, 1866-67. He was succeeded by Rev. Nelson C. Cobleigh, who served as president from 1867 to 1872. Rev. James A. Dean served from 1872 to 1875. Rev. John J. Manker served from June to October, 1875, when Rev. John F. Spence was elected president. Bishop I. W. Joyce was chancellor from 1892 to 1896, being succeeded by Dr. John H. Race who served from 1897 to 1914. Dr. Race was succeeded in turn by Rev. Fred W. Hixson, who served from 1914 to 1921. Rev. Arlo Ayers Brown was president at the time of the separation of the departments at Athens and Chattanooga in 1925. James L. Robb, who had been Dean of the Athens Department for several years, became president of the College at the time of the separation and has continued in that position until the present time.

From the beginning, the College has been known for the quality of its work and the successful records of its graduates. It was one of the first five junior colleges to be accredited by the Southern Association of Colleges and the first junior college to be accredited by the University Senate of the Methodist Episcopal Church. The College has never sought the limelight, but has been content to render thorough and efficient service in the training of boys and girls for the responsibilities of citizenship and of service to the church and the state. More than ten thousand students have benefited from its training.

At the present time the College is operating as a junior college, offering two years of college work. An advance in enrollment of 10 per cent this year and of 9 per cent last year gives evidence that the College is meeting the needs of the day. The total enrollment is 275. Those in charge feel that these critical years immediately following high school graduation offer exceptional opportunity to the church to make the particular contribution which it wishes to make to youth.

The campus embraces about twenty acres and presents an attractive setting for college life. There are seven buildings in addition to a number of faculty residences. These buildings are the Administration Building, which includes the auditorium and gymnasium, Banfield Science Hall, Old College Hall, Petty Manker Hall for men, Bennett Hall for women, Elizabeth Ritter Hall for women, and the observation and practice school.

The College is now engaged in a "forward movement" intended to raise $250,000 for further strengthening its facilities and resources. One friend has proposed to give $100,000 of this amount if others will supply the remainder.

A Brief History of Tusculum College

By Charles A. Anderson
President, Tusculum College

Tusculum College traces its origin to two historic schools, Greeneville College (1794) and Tusculum Academy (1818). Greeneville College was the first institution of higher learning west of the Alleghanies to grant a college degree, and was one of the first to be chartered by the legislature of the Territory of the United States South of the Ohio River, before Tennessee was a state.

Two outstanding personalities are linked with the beginnings of this historic college, Hezekiah Balch and Samuel Doak. In 1780 Dr. Balch, D.D. (B.A., Princeton, 1762), began preaching and teaching in Greeneville, and founded the First Presbyterian Church at the request of Rev. Samuel Doak, D.D. (B.A., Princeton, 1775), who had preceded Dr. Balch to this area. Realizing the necessity for a college in the vast pioneer territory where the nearest institution of higher learning was beyond the mountains 175 miles away, Dr. Balch became interested in starting a college near Greeneville. Through his influence the General Assembly of the Territory of the United States south of the Ohio River granted a charter for Greeneville College on September 3, 1794. As expressed by one historian, "To an enlightened Representative from Davidson County is due the immortal honor of having made the first legislative effort, in the Territorial Assembly, in behalf of learning. On the 29th of August, 1794, Mr. White moved for leave, and presented a bill to establish a University in Greene County; read for the first time, passed, and sent to the Council." Four days later the bill became a law, creating a "Literary Institution," though under a less imposing name, Greeneville College. The preamble to the act of incorporation follows: "Whereas, in all well-regulated governments, it is the incumbent duty of the Legislature to consult the happiness of the rising generation, and endeavor to fit them for an honorable discharge of the social duties of life, by paying the strictest attention to their education, be it enacted by the Governor, etc."

True to the log-college spirit, Dr. Balch established the institution on his own farm three miles south of Greeneville and became the first president of the college. Prominent trustees were John Sevier, who became the first governor of Tennessee, and Gideon Blackburn, who later became President of Center College, developed Illinois College, and founded Blackburn College. The remaining twelve trustees included Hezekiah Balch, Samuel Doak, James Balch, Samuel Carrick, Robert Henderson, Archibald Roane, Joseph Hamilton, William Cocke, Daniel Kennedy, Landon Carter, Joseph Hardin, Sr., John Rhea.

These trustees were given the "power to confer the degrees of bachelor and master of arts." Three dollars a quarter, or $9 a year, was the tuition set in rules and regulations enacted in 1805. "Rules" 34 and 35 prescribed the manner of examinations as follows: "To animate the students in the pursuit of literary merit and fame, to excite in their breasts a noble spirit of emulation, and to discountenance and prevent idleness and its concomitants, ignorance and vice, which are so disgraceful to the scholar, there shall be two semi-annual examinations by the trustees and instructors in the presence of any other gentlemen who may choose to attend. The examinations shall take place on the Tuesdays preceding vacations; and every student who shall acquit himself well shall, as a reward of past diligence and an encouragement to future improvement, have due honor publicly given him in such manner as may be determined by vote of the board."

The right of Tusculum College to assert that it was the first institution of higher education west of the Alleghanies to grant a college degree, and the eighteenth in the entire United States to do so, was clearly established in the May, 1940, edition of the *Association of American Colleges Bulletin* in an article entitled "College Birthdays" by Frederick C. Waite, Professor of Histology and Embryology at Western Reserve University. Tusculum's claim is validated by a table of dates showing that one or more collegiate degrees were awarded in 1798 by Greeneville College, Tusculum's predecessor, with which it subsequently amalgamated. Prior to 1798 only seventeen colleges had awarded degrees, all of them on the Atlantic seaboard, as follows, in order of year of granting first degrees: Harvard, College of William and Mary, Yale, Princeton, University of Pennsylvania, Columbia, Brown, Dartmouth, Rutgers, Washington College (Md.), St. John's College, College of Charleston, and Williams College.

It is interesting to notice that by 1803 nine states were represented in the student body of Greeneville College. As early as 1805 mature students were permitted to select their own courses of study and proceed as rapidly as they wished toward the completion of the college course. Whenever two students completed requirements for graduation, final examinations were given and commencement was held. Basically this is the same as the much-heralded plan of the University of Chicago which has been instituted within the past ten years.

In 1800 the Rev. Charles Coffin, D.D. (Harvard, 1793), because associated with President Balch, and through Dr. Coffin's efforts nearly all the books for the library and the greater part of the money for the college's first forty years were obtained. Meantime Samuel Doak, who had founded an academy at the present location of Washington College (Tenn.), secured a charter for Washington College in 1795, and later founded Tusculum Academy in 1818. Dr. Doak continued the work at Tusculum until his death in 1832. In 1835, Rev. Samuel W. Doak, D.D., second son of Dr.

Samuel Doak, continued in his father's footsteps, obtaining a charter for the Academy in 1842, and in 1844 the name was changed to Tusculum College.

During the Civil War the work of both colleges was interrupted. Students and professors became engaged in the conflict, the buildings were used for barracks by soldiers, the apparatus destroyed, and the libraries scattered. When the war closed and the period of reconstruction began, the property of each school was practically in ruins. Tusculum College was reopened after the war by Samuel Smith Doak (B.A., Tusculum, 1852), and through his efforts the two colleges were united in 1868 under the name of Greeneville and Tusculum College, attempts toward this union having been made before the war. The college was united under a single board of trustees, and occupied the site originally chosen for Tusculum Academy. Women were first admitted to the institution in 1875. The success and growth of Greeneville and Tusculum College during the last thirty years of the past century were due to the untiring and aggressive efforts of Dr. Jeremiah Moore, who served as its President from 1883 to 1901. His constructive work was continued in splendid fashion by his successor, President Samuel A. Coile, from 1902 to 1907. In 1912 the corporate name of the college was changed to Tusculum College.

The coming of President Charles Oliver Gray in 1908 opened up a new era of development and progress. During his administration $630,000 of productive endowment was secured, new buildings and equipment to the value of nearly $500,000 were added, and the faculty considerably enlarged. Through his direction Tusculum was reorganized as a standard institution, whose course of study was accepted by the leading universities and colleges throughout the country. Students from many different states were enrolled. The Southern Association of Colleges and Secondary Schools admitted Tusculum to its select membership in 1926.

Following Dr. Gray's retirement in 1931, Dr. Charles A. Anderson took over the responsibility for the further development of Tusculum. The present enrollment is the greatest in the history of the college, approximately twenty different states being represented in the student body. Capital invested funds have been increased beyond $1,000,000. Teaching services have been enlarged to provide one member of the faculty for every fourteen students, and a new department of physical education for women and a department of dramatics and speech have been added. The center of activity on the beautiful campus is the Carnegie Library, a fine, modern building, well equipped with a good working collection of books and periodicals.

The purpose of Tusculum is to prepare young men and women for Christian citizenship and leadership on the background of a liberal culture. It seeks to emphasize higher education as a training for service to country and God. The college aims to select young people of superior ability and

by the Tusculum College plan of individualized education help them to discover their abilities and develop well-rounded personalities. Through Tusculum's plan students learn to know and evaluate themselves in a manner designed to encourage the best possible growth in terms of their individualities in their vocation and community. This plan is carried out by the personnel committee, which analyzes semi-annually each student's personality and growth on a psychograph. Faculty advisers counsel with each student concerning academic, social, spiritual, financial, or vocational interests. This guidance program begins before a student is admitted to college and carries him through to placement in the vocation or occupation of his final choice through the service of the Placement Bureau.

Tusculum has become noted for its program for the development of individual students. Careful diagnosis of the mind and personality of each student is deemed essential before recommending the kind of courses and activities he should follow in order to reach his fullest development. The success of this plan is shown in the results of a recent survey made among alumni, showing that 98 per cent of Tusculum's graduates were employed.

Since 1934 the college has functioned under a pay-as-you-go policy, limiting expenditures to assured income, and balancing the budget annually. The beautiful campus, lying in the foothills of Tennessee's renowned Smoky Mountains, has had many landscape improvements, including the planting of 2,500 shrubs and trees. A well-organized health program has been instituted, with registered nurses available at the college infirmary at all times. In line with the democratic standards of the pioneer founders, student government has been introduced in the domitories, with a student council responsible for setting up and administering codes of conduct.

In looking toward the future and in order to enable Tusculum to carry out its objectives in the light of its historic heritage, President Anderson and the Board of Trustees have projected a development program, involving the enlargement of the student body to approximately 500, the erection of eight new buildings, and an increase in endowment. The college is now in the midst of an effort to secure the funds for these purposes. The present dormitory and other facilities are being used to capacity, and more than 150 students were turned away this fall.

Armstrong Junior College of Savannah, Georgia

By J. P. Dyer
Instructor in Social Science, Armstrong Junior College

Savannah, the mother city of Georgia, has long encouraged public education, but it was not until 1935 that any attempt was made to extend her educational facilities beyond the secondary level. In May of that year, however, the city council authorized the establishment of a municipally supported junior college, an institution which eventually came to be called Armstrong Junior College.

The college, of course, did not suddenly spring into existence. Rather, it was the result of the mature deliberation of a number of prominent citizens of Savannah whose aspirations were coördinated and given expression through the untiring efforts of Mayor Thomas Gamble. To him more than to any other one person should go the credit for the founding of the college.

On May 26, 1935, the day before the act of council establishing the college was passed, Mrs. Lucy M. C. Moltz and her daughter, Mrs. Lucy A. Johnson, presented to the city their beautifully appointed three-story Italian Renaissance type house as a memorial to George F. Armstrong, their husband and father respectively. This building lent itself well to school purposes and became the initial unit in a rapidly expanding plant. In the fall of 1936 two new buildings came into use—one utilized as a school of commerce, and the other as an auditorium-classroom structure. The former was the gift of Mills B. Lane, chairman of the board of the Citizens and Southern National Bank; the latter was erected by the city of Savannah and the Federal Government. In addition to these there is a fourth building, Lawton Memorial Auditorium, given to the city for the use of the college in 1937 by the heirs of General and Mrs. Alexander R. Lawton. It is expected that a science building will be added to the college plant within the near future.

The authorizing act of the city council in 1935 provided that the college should be governed by a commission of fourteen members appointed by the mayor. This first board was composed of A. Pratt Adams, chairman, Thomas Gamble, vice-chairman, Henry Blun, H. L. Fulton, H. M. Garwes, H. F. Gibbons, H. V. Jenkins, H. L. Kayton, Mrs. Mills B. Lane, A. B. Lovett, Frank W. Spencer, O. B. Strong, Mrs. Lucy B. Trosdal, and Miss Ola Wyeth. In 1937 by an act of the Georgia General Assembly the size of the commission was reduced to eight, two of whom must be the mayor and the chairman of the Chatham County school board. Since the admin-

istrative duties of the college commission and the county school board are entirely separate from each other, the latter official acts as a liaison officer between them. From the founding of the college the chief administrative officers have been Ernest A. Lowe, president, and J. Thomas Askew, dean.

From the outset it has been the aim of the college to provide both preparatory and terminal courses in general education at the junior college level. Although home economics and commerce curricula are provided, the large number of graduates who go on to senior colleges and universities creates the greatest demand for the liberal arts course. Along with the program of general education, the college undertakes a program of guidance designed to assist the student in finding his place in the scheme of things. In short, the college feels that it can be of most assistance to the young people of the community by providing them with the opportunities for a general education and at the same time helping them find their place in life.

The college has oriented its program with community needs and problems. In its vocational placement service and its three-year terminal course in commerce, it attempts to supply certain community needs from the economic standpoint. Its college-community theatre and its evening lectures for adults fill certain cultural needs. There is hardly an evening throughout the year when the two auditoriums are not used by some college-community group. An analysis of student enrollment shows that at least sixty-five per cent of the students each year come from homes where neither father nor mother have ever been to college. The college feels that since the young people from these homes now have an opportunity for at least two years of college work the general cultural level of the community inevitably will be raised. And the city has responded to the efforts to the college, as is evidenced by the fact that in 1939 President Lowe was awarded the Lucas Trophy for having contributed the year's greatest service to community life.

President Lowe has selected a young and vigorous faculty, well trained from the standpoint of scholarship and from that of the peculiar functions of the junior college. The average age of the faculty is thirty-three. All members of the instructional force, save one in secretarial work, have advanced graduate degrees or are working on them. Geographic distribution is wide, the following institutions being represented on the faculty: Harvard, University of Georgia, Cornell, Vanderbilt, Emory, Ohio State, Mercer, Peabody, Northwestern, Maryland, Piedmont, Birmingham-Southern, Georgia School of Technology, and University of London. The development in size of faculty and student enrollment is shown in the following summary.

	1935-36	1936-37	1937-38	1938-39
Faculty members	10	14	17	17
Student Enrollment*	228	230	262	276

Some idea of the progress made by Armstrong graduates in senior colleges and universities in various parts of the country may be obtained from this brief summary of 997 grades reported back to the college: A's, 23 per cent; B's, 46 per cent; C's, 24 per cent; D's, 6 per cent; F's, 1 per cent.

* Exclusive of adults in evening classes.

Influence of an American School in a Foreign Country

By S. P. Maddock
Supervising Principal, Ward College, Buenos Aires, Argentina

"A quarter of a century of constructive achievement in the field of education is a record of which any institution may well be proud. Franklin D. Roosevelt." Such was the cabled message received by Ward College at the time of the celebration of its twenty-fifth anniversary. After a quarter of a century of growth, Ward College now occupies a strategic position among the private schools of Argentina—judged by campus, buildings, equipment, and educational prestige. The occasion for the founding of the school was an initial gift by Mr. George S. Ward, an American business man. The founding organization was the Methodist Church. Recently, the institution has been reorganized under its own board of trustees in the United States and a local board of managers in Buenos Aires.

One of the principal purposes in founding Ward College was to foster friendly relations and cultural interchange between the two countries, the United States and Argentina. Referring to this phase of the work of Ward College, Mr. W. F. Oldham says: "Ward College is a sincere effort to provide an intellectual bridge over which the spirit and genius of both Americas, North and South, may pass into each other, thus enriching both, and it is at the same time a gesture of international friendship and a strong stressing of cultural ties that ought more than finance and commerce to bind the hearts of the Americas to each other." More or less in the same tenor are the words of Dr. Ernesto Nelson, Ex-Inspector General of Argentine Secondary Education. "Within its walls, children of North American descent learn to love what is best in this country of ours; while on the other hand, our sons will learn to discover the best side of North American civilization and life."

With this purpose in mind Ward College has had since its founding in 1914 a department called the American Grammar and High School, which follows the American course of study. The high school of this department is one of the few schools outside of the United States which is on the accredited list of the Southern Association of Colleges and Secondary Schools. In addition to the American section in Flores, a Spanish speaking department, consisting of the Colegio Nacional, commercial division, and Argentine primary school, occupies a beautiful eighteen-acre campus in Ramos Mejía, one of the western suburbs of Buenos Aires. The Colegio Nacional, or

Argentine secondary school, consists of five years of studies, at the end of which the student is awarded the degree of *bachiller*.

With the idea of later erecting new buildings at Ramos Mejía for the American part of the school, additional land is being purchased next to the present campus. With the American school in close connection with the Argentine departments, the cultural interchange between Argentine and American youth would be greatly facilitated. Then, too, a further important objective of Ward College would be brought nearer to realization, that of making a professional contribution to Argentine education itself.

A foreign educational institution can be justified in another land only to the degree that it sets a high standard of excellence and thereby stimulates needed educational change in the national schools themselves—always, of course, in keeping with the peculiar ethos of that people. Each country must develop its own philosophy of education after a careful study of its own peculiar problems. This is particularly true of Argentina, where the quite diverse cultural and social backgrounds must be taken inclusively into account in the formulation of an adequate philosophy of education for Argentina.

In Argentina the aristocratic tendency in society and government has been much stronger and more pervasive than in the United States, as a result of differences in the mode of settlement and in the subsequent colonial economy. This aristocratic concept of society with its resultant stratification into social classes was further strengthened by the whole organization of the colonial society, which placed most of the fertile land in the hands of a few great families. Consequently, class consciousness has been much more self-evident and clear-cut in Argentina than in the United States. As one might expect, this aristocratic concept of society has been externalized in political institutions, which though democratic in form are in many cases aristocratic in spirit.

That this aristocratic concept has not gone unchallenged has been shown by the social democratic movement which manifested itself even in early colonial times and was expressed in frequent and sometimes violent public reactions. Unfortunately, this movement has been hampered by the lack of a true middle class, a deficiency which has been keenly felt in all important crises in Argentine history. Yet this social democratic force is something with which educators must reckon.

There are other differences in the ethos of the people which must also be taken into account in any scheme of education. One of the deep-lying traits in the Argentine mind is a marked conservatism of thought and action. Among the causes for this conservative spirit were the many restrictions placed on commerce, trades, and cultural interchange in the colonial period, tending to foster a spirit of inertia and conservatism. This trait

was further strengthened by the conservative action of the church which bound men's minds for centuries. While the intellectual classes are at present breaking away from this bondage and a strong movement is developing to separate church and state, the church continues to be without doubt the most powerful and persistent force which is working in behalf of the maintenance of the *status quo*.

Another characteristic held in common with the United States, and which to a degree might be considered to oppose the conservatism described above, is a marked spirit of individualism. Derived in part from the Iberian inheritance, this trait was accentuated by the rude life of the frontier. In regard to this trait the great Sarmiento says in "Facundo," "This habit of triumphing over all obstacles, of showing himself superior to nature, defying and conquering it, developed in the plainsman an exaggerated idea of his own personal importance and superiority. The Argentine people of whatever class, cultured or illiterate, have a high consciousness of their worth as a nation." This belief in the future greatness of their country was gradually transformed into a collective national legend that became one of the strong factors in the unfolding history of the country. Buenos Aires, it was believed, was destined to become the undisputed metropolis of the western world.

Though developing in the matrix of this culture, Argentine education did not adjust itself adequately to that culture, nor in any real way minister to the needs of the people. Before the Wars of Independence secondary education had been exclusively under the control of the church. Its prinicpal teachings were theological in character and scholastic in form, and had as their major aims the preparation of the colonial clergy and the maintenance of the Catholic faith. Both within and without the Church there had been developing, even before the Revolution, a growing dissatisfaction with an education so limited in scope and so poorly fitted to the development of an indigenous leadership capable of dealing with the peculiar problems of the new world.

The movement of independence, directed at first against the cramping restrictions of the Spanish crown, was soon aimed at the destruction of all the old scholastic and monarchical institutions of the church which consciously or unconsciously supported the old regime. During the revolutionary period the neo-humanism and social philosophy of the writers and leaders of the French Revolution had exercised a profound influence. After the Wars of Independence all groups of society paid lip service at least to a democratic philosophy of life; yet there were as many interpretations of the meaning of democracy as there were groups in society itself: to many democracy seemed to mean the rule of the elite based on ability and intelligence and the consent of the many; to the powerful land-owning class, democracy usually meant the rule of an aristocracy of wealth and privilege;

to the great mass of the people democracy in time became a great religious faith. These fine beginnings of a liberal movement, having their origin in the Revolution, were more or less completely suffocated during the half century of anarchy and tyranny which followed. Tyrants such as Rosas had little interest in secondary education as such, with the result that the few schools that still continued became little more than centers of propaganda.

When the present *colegio nacional*, or secondary school, was finally organized in the presidency of Mitre, it owned its form and spirit to a group of Frenchmen who had come to Argentina to secure greater freedom of thought. They were imbued with the liberal spirit of the time and with a keen realization of the implications for education of the recent developments in science and technology. The inspiration for secondary education thus had its origin in Latin thought and in the French concept of secondary education. From that time to the present day all governmental action has revealed the strength of this tendency.

During the next quarter of a century few changes of any consequence were made in the curriculum of the *colegio nacional*. Under the pressure of the environment, the *colegio nacional* emphasized more and more as its main objective preparation for entrance into the university. The limited reforms effected accentuated the modern trend of reducing the importance of Latin and increasing that of mathematics and science.

Before judging too severely these limited reforms in secondary education one must recognize that Argentina was passing through a most difficult period. The country had only begun to recover from the results of the tyranny of Rosas, when it was thrown into a war with Paraguay. After peace was brought about, foreign capital began to invade the country from all European countries, especially from England, while Spain and Italy sent great masses of immigrants to cultivate the soil and exploit the riches of the country. This violent invasion of foreigners and capital found the country just emerging from a pastoral economy totally unprepared to assimilate them, thus precipitating the severe economic crisis of 1890.

It was seen that education must be fundamentally changed to aid in the assimilation of these alien groups. Secondary education considered primarily as preparatory to the university and secondarily as acquisition of general culture and preparation for civil and political life was not fitted to the real needs of a country like Argentina. These defects have long been realized by many far-seeing Argentine educators.

Among these one of the most severe critics has been Dr. Carlos Saavedra Lamas, distinguished diplomat and statesman and winner of the Nobel Prize. "The function of education concentrated in one band," says Dr. Lamas, "brings at first homogeneity which may be of advantage in one moment and in one epoch can change into a positive danger with the

passing of time. In short, unity and equality from the psychological point of view in destroying diversity enervates progress. Progress comes not through uniformity but diversity. Another strong advocate of educational reform has been Dr. Ernesto Nelson, Ex-Inspector of Secondary Education. He says significantly, "An education that can only educate a minority of the students that frequent its halls gives evidence of the grave defects . . . ."

A further defect of secondary education in Argentina is that it is highly selective. Secondary education has been considered the preparation of those who would later rule the land. As Dr. Nelson says, "Secondary education for all would be an exotic cry in Argentina." The public still interprets secondary education as preparation for the liberal professions; any increase in number of pupils going into the secondary schools would mean an increase in the already crowded professions. Education for all would imply radical changes in the curriculum, with the inclusion of subjects which have real intrinsic value.

"Social privilege and prestige which surrounds university education," says Dr. Nelson, "are so great that it is impossible to conceive that education which is not selective can serve as preparation for entrance into the university." Knowledge is considered as a good in itself to be acquired for its own sake. The possessor of this becomes *per rem* superior. Thus secondary education has come to be a mark of status.

A more vital democratic spirit might have perhaps given a different answer to the problem. While secondary education for all may still be "an exotic cry," the growth of true democracy is in turn limited by the high selectivity of secondary education. On the other hand, an increase in secondary education would require its thorough democratization and radical reconstructions along more modern lines. Any extensive expansion of secondary education should be preceded by a carefully considered long-term plan developed by the national government.

Very little can be done directly by a foreign educator at the present time; grave suspicion would fasten on any foreigner who would dare suggest any changes in the school system.

The task of the foreign educator in another land is at best to stimulate and encourage constructive thinking on the part of his own staff and the wider circle of educational leaders with whom he comes in contact. Such a program would involve not only raising the professional level of his own staff, but also encouraging what he considers to be fruitful trends in the education of the country. It is precisely here that the American section of Ward College can increasingly exert an abiding influence.

Builders of the Southern Association

*A List of Those Who Have Served in Some Member College or Secondary School as Many as Twenty-five Years**

Explanations and Abbreviations

This list is continued from the issues of February and November, 1938, February, 1939, and February, 1940. (See pages 47-83 and 475-79, Volume II, pages 108-56, Volume III, and pages 82-99, Volume IV.) It includes faculty and staff members (of faculty rank) who have served as many as twenty-five years. The Quarterly is glad to receive at any time information concerning such staff members.

This list is arranged by states in alphabetical order—Alabama, Florida, Georgia, etc.—and by institutions, colleges and secondary schools in one consolidated list, in alphabetical order—for example, Alabama College, Alabama University, Andalusia High School, Anniston High School, Bessemer High School, Birmingham, Birmingham-Southern College, etc.—with as few capitals and as many abbreviations as possible. Normally the abbreviation "h.s." will be used to include superintendents and other supervisory officials, because their connection with the Association is through the secondary school of their system. Where, however, as in Birmingham, there are two or more secondary schools under such supervisory official, the name of the city will be used instead of the name of the high school. Furthermore, where the high school bears some local name different from that of the city, the name of the city will be used, followed by the name of the high school; for example, "Mobile, Murphy h.s." Colleges and private schools will be found listed alphabetically by names, and followed by their address, thus: "Tulane University, New Orleans."

Ordinary abbreviations for degrees and the institutions conferring them will be used. As between "A.M." and "M.A.," or "B.S." and "S.B.," this department will use what is reported by the individual furnishing the information, unless the editor happens to know personally that the institution reported prefers the other forms. *In cases of doubt this rule will be followed: for mediaeval or other early coinages of degree names, A.B., A.M., Ph.D., M.D., LL.D., etc.; for modern coinages B.S., M.S., M.Ed., etc.*

The symbol (2) indicates the name of employee; (3) indicates academic degrees held, with name of institutions conferring them in each case; (4) indicates institutions at which employee has pursued further studies during period of his employment; (5) indicates different positions he has held in the institution or system and length of time in each (Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served twenty-five years, even through part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position; but this list does not include teachers who have spent all their time in the elementary

* The service of many, if not most, of these teachers and officials extends beyond the length of time their institutions have been members of the Association. Many of these persons, therefore, contributed materially in building up the standards of their schools to the point that they could win Association membership. Some names have been submitted of persons who began service with a school more than twenty-five years ago but worked elsewhere for a time and then returned to the school. The rule followed in such cases is this: if the service has been twenty-five years, exclusive of the time spent elsewhere, the name is included; otherwise the name is omitted.—Editor.

school, and it does not include secretaries and other non-faculty employees; (6) indicates date at which service of employee began; (7) indicates present position and when entered; (8) indicates any special comment; (9) indicates initials of person furnishing information.

Request for information as to all instructors and other employees of equivalent rank who had served twenty-five years or more went forward in September to all secondary schools and colleges of the Association. It is the present purpose of the QUARTERLY to publish such names as a regular feature of the autumn and winter numbers each year. Whenever you have names to add to the list, refer to page 394 of the QUARTERLY for November, 1938, and follow the form there given. Mark the information *Form A*, give the name of your institution, followed by the symbol (1) and the name of the employee you wish to honor in this way; then number the items of information as explained above (2), (3), ... (9); *but be sure to sign in full the name of person furnishing the information.*

ALABAMA

ALABAMA COLLEGE, MONTEVALLO: (2) WILLENA PECK; (3) MD, Woman's Med. Coll.; (4) New York Post Grad, Harvard Med. Post Grad.; (5) coll. physician, 1915—; (9) afh.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) MARY E. MARTIN; (3) grad., Winthrop Coll.; (4) Emory U.; (5) ass't librarian, 1912; librarian, 1918—; (8) pres., Ala. Library Asso.; (9) mem.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) ZEBULON JUDD; (3) PhB, U. N. C.; AM, Columbia U.; LHD, Birmingham-Southern; (4) U. N. C., Columbia U.; (5) prof. educ.; dean, Sch. of Educ.; dir., summer session; (6) 1915; (9) rbd.

AUBURN, LEE COUNTY H. S.: (2) J. A. PARRISH; (3) BS, MS, Ala. Poly. Inst.; AM, Columbia U.; (4) Ala. Poly. Inst., Peabody Coll.; (5) prin. h. s., 25 yrs.; prin. elem. sch., 9 yrs.; (6) 1915; (9) jap.

BIRMINGHAM P. S.: (2) I. R. OBENCHAIN; (3) BS, PhD, Peabody Coll.; AM, Columbia U.; (4) Columbia U.; Peabody; (5) E. Birmingham Elem. Sch., 1909-10; prin., Kennedy Elem. Sch., 1910-23; prin., Glen Iris Sch., 1923-24; dir. educ'l measurements, spec. educ., 1924—; prin. Henley Sch., 1933—; dir. curriculum dept., 1935—; (9) cjg.

BIRMINGHAM, ENSLEY H. S.: (2) FRANKIE C. ENZOR; (3) BS, Peabody Coll.; AM, Columbia U.; (5) Moore Elem. Sch., 1908-20; Fairview Elem. Sch., 1920-22; instr. hist., Ensley H. S., 1923-40; hd hist. dept., Ensley H. S., 1940—; (9) cjg.

BIRMINGHAM, PHILLIPS H. S.: (2) ETHEL BUSH; (3) AB, Randolph-Macon Woman's Coll.; AM, Tchrs. Coll., Columbia U.; (4) U. Chicago; U. Ala.; Columbia U.; (5) Fairview Elem. Sch., 1912-13; instr. Eng., Phillips H. S., 1913-23; instr. sci., 1923—; (9) cjg.

BIRMINGHAM, PHILLIPS H. S.: (2) Lu Abbe Chambliss; (3) AB, La Grange Coll.; (5) Henley Elem. Sch., 1901-06; instr. Eng., Phillips H. S., 1906-20; hd Eng. dept., 1920—; (9) cjg.

BIRMINGHAM, PHILLIPS H. S.: (2) Clarie M. Lynch; (3) PhB, U. Chicago; (4) U. Ala.; U. Chicago; (5) instr. Eng., hist., 1910-22; instr. Eng., 1922—; (9) cjg.

BIRMINGHAM, PHILLIPS H. S.: (2) Clara Bell Senn; (3) AB, AM, U. Ala.; (4) U. Chicago; (5) registrar, Birmingham H. S., 1910-11; instr. Latin, 1911-25; hd Latin dept., Phillips H. S., 1925—; (9) cjg.

BIRMINGHAM, RAMSAY H. S.: (2) Bessie Lee Monson; (3) BS, U. Ky.; (4) U. Chicago; Tchrs. Coll., Columbia U.; Mass. Inst. of Tech.; U. Colo.; (5) Avondale Elem. Sch., 1910-18; instr. sci., Phillips H. S., 1918-30; instr. sci., Ramsay H. S., 1930—; (9) cjg.

BIRMINGHAM, WOODLAWN H. S.: (2) Lilliam Lotspeich; (3) AB, U. Ala.; AM, Columbia; (4) Birmingham-Southern Coll.; Howard Coll.; Duke U.; U. Chicago; (5) instr. math., Central H. S., 1910-23; hd dept. math., Woodlawn H. S., 1923—; (9) cjg.

U. OF ALABAMA, UNIVERSITY: (2) Charles Heyward Barnwell; (3) AM, South Carolina; PhD, Harvard; LLD, Ala.; LittD, Howard; (5) prof. Eng., 1899—; dean coll. of arts and sciences; (6) 1899; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Lee Bidgood; (3) AM, Va.; LLD, Ala.; (5) prof. econ., 1913—; dean, sch. of commerce and bus. admin., 1919—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) George Jacob Davis, Jr.; (3) CE, Cornell; DSc, Ala.; (5) prof. civil engin.; dean, coll. of engin.; (6) 1912; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) George Hutcheson Denny; (3) MA, PhD, Va.; LLD, DCL, U. of the South; (5) pres., 1912-37; chancellor, 1937—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) James Jarvis Doster; (3) AM, Columbia; LLD, Ala.; (5) prof. educ., 1907—; dean, coll. of educ., 1911—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Albert J. Farrah; (3) AM, Cornell Coll.; LLB, Mich.; LLD, Ala.; DCL, Fla.; (5) prof. law; dean, sch. of law; (6) 1912; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Edwin Hardy Foster; (3) AM, Ala.; (5) prof. Eng.; prof. German; (6) 1902; (7) prof. German, 1902; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) John Morin Gallalee; (3) ME, Va.; DSc, Ala.; (5) prof. mech. engin., 1912—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Thomas H. Garner; (3) AB, LLB, Ala.; (5) instr. music; alumni sec.; dir. glee club; (6) 1906; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) John Y. Graham; (3) MS, Princeton; PhD, Munich; (4) Munich; Heidelberg; (5) prof. biol., 1897-1939; prof. emeritus, 1939—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Shaler C. Houser; (3) CE, DSc, Ala.; (5) prof. engin.; treas. univ., 1912—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Robert Irving Little; (3) AM, PhD, Harvard; (5) instr., asst. prof., asso. prof., prof. of romance lang.; (6) 1908; (7) prof. romance lang., 1929; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Stewart Joseph Lloyd; (3) MSc, McGill; PhD, U. Chicago; DSc, U. Ala.; (5) prof. chem., 1909—; dean, sch. of chem., metallurgy, and ceramics, 1927—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Jack P. Montgomery; (3) AM, Southwestern; PhD, Va.; (5) prof. organic chem., 1911—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) William B. Saffold; (3) AM, LLD, Ala.; PhD, Johns Hopkins; (5) prof. Latin, Greek; prof. hist., 1897-1937; prof. emeritus, 1937—; (9) rea.

U. OF ALABAMA, UNIVERSITY: (2) Alice Searcy Wyman; (3) grad. Library Sch. of U. of Wis.; (5) hd. librarian, 1913-1940; asst. librarian, 1940—; (9) rea.

FLORIDA

FLORIDA SOUTHERN COLLEGE, LAKELAND: (2) Walter O. Ropp; (3) AB, U. W. Va.; (4) Eastman Bus. Coll.; (5) hd. bus. ad. dept., 1914-35; bursar, 1914; asso. prof. bus. ad., 1935; (9) wsc.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Olga Larson; (3) BS, AM, Fla. St. Coll. for Women; AM, U. Mo.; (4) U. Mo.; U. Chicago; U. Mich.; (5) sec. to pres., 1911-12; instr. math., 1915-19; asst. prof. math, 1919—; (9) ec.

U. OF FLORIDA, GAINESVILLE: (2) Ruby Newhall; (5) stenographer, 5 yrs.; admin. manager, Experiment Sta. and Agric. Exten. Service, 21 yrs.; (6) 1914; (9) rsj.

U. OF FLORIDA, GAINESVILLE: (2) Charles Archibald Robertson; (3) BA, MA, U. Fla.; (4) Harvard U.; (5) teaching fellow, 4 yrs.; ass't prof., 4 yrs.; asso. prof., 1 yr.; prof. Eng., 13 yrs.; (6) 1915; (7) prof. Eng., 1927; (9) rsj.

U. OF FLORIDA, GAINESVILLE: (2) Harry Raymond Trusler; (3) diploma, Ariz. Norm. Sch.; LLB, U. Mich.; (5) prof. law, 31 yrs.; dean; coll. of law, 25 yrs.; (6) 1909; (7) prof. law, 1909; dean, coll. of law, 1915. (9) rsj.

U. OF FLORIDA, GAINESVILLE: (2) Thompson Van Hyning; (5) dir. Fla. St. Museum, 26 yrs.; (6) 1914; (9) rsj.

GEORGIA

SHORTER COLLEGE, ROME: (2) Paul M. Cousins; (3) AB, Mercer U.; AM, Columbia U.; (4) Columbia U.; (5) prof. Eng., 1915-33; pres., 1933—; (9) pmc.

STATESBORO H. S.: (2) Mary Lou Carmichael; (3) AB, Bessie Tift; AM, Mercer U.; (4) U. Chicago; (5) gram. gra. t.; h. s. hist. t.; h. s. prin., 2 yrs.; hd hist. dept., adviser, 1938; (9) shs.

U. OF GEORGIA, ATHENS: (2) Roosevelt P. Walker; (3) AB, Mercer U.; AM, Yale U.; (6) 1915; (7) prof. Eng.; (9) cd.

WESLEYAN COLLEGE, MACON: (2) Idus E. McKellar; (3) AB, AM, Emory; BD, Vanderbilt; (4) U. of Ga.; U. Chicago; (5) Eng. instr., 1915-16; hd., dept. Latin and Greek, 1916—; act. registrar, 1922-23; sec. faculty, 1922-27; (6) 1915; (9) ew.

KENTUCKY

ASBURY COLLEGE, WILMORE: (2) William Brandt Hughes; (3) AB, Ohio Northern U.; AM, Johns Hopkins U.; PhD, U. Ky.; (4) Wooster U.; Johns Hopkins U.; U. Chicago; U. Ky.; (5) prof. sci., math.; dean, coll., 1920-23; (6) 1909; (7) prof. physical sci., 1935; (8) dir. orchestra and band; (9) cm.

ASBURY COLLEGE, WILMORE: (2) Jay Benton Kenyon; (3) AB, Asbury Coll.; AM, U. Ky.; (4) U. Ky.; Columbia U.; (5) prof. chem., biol.; dean of men; (6) 1912; (7) prof. biol. sci.; (9) cm.

ASBURY COLLEGE, WILMORE: (2) John Martin Maxey; (3) AB, Ohio Wesleyan U.; AM, Asbury Coll.; (5) prof. math., 34 yrs.; (6) 1906; (7) hd math. dept., 1906; (9) cm.

LOUISVILLE MALE H. S.: (2) W. H. McCreary; (3) AB, LeHigh U.; (4) U. Ky.; U. Louisville; (5) instr. Eng.; (6) 1914; (8) winner of Am. Poetry Prize; (9) wsm.

LOUISVILLE MALE H. S.: (2) Thomas Hunter Allen; (3) AB, MS, Indiana U.; (6) 1914; (7) instr. chem.; (9) wsm.

U. OF KENTUCKY, LEXINGTON: (2) Norris Raymond Elliott; (3) BSc, Ohio St. U.; (4) Cornell U.; (5) extension horticulturist, 1915-21; leader of specialists in extension, 1921-29; prof. landscape architecture and floriculture, 1929—; (9) lmc.

U. OF KENTUCKY, LEXINGTON: (2) Perry Elmer Karraker; (3) BS, U. Ill.; AM, U. Mo.; (5) asst. prof. soils, 1914-20; asso. prof., 1920;

asso. prof. soils and agronomist-soil technology, 1937; prof., 1938; (8) extensive research in soils; numerous publications; (9) lmc.

U. OF KENTUCKY, LEXINGTON: (2) Marguerite McLaughlin; (3) AB, U. Ky.; (4) Columbia U.; (5) instr. journalism, 1914-17; asst. prof., 1917—; (9) lmc.

U. OF LOUISVILLE, LOUISVILLE: (2) Irvin Abell; (3) AB, St. Mary's Coll.; MD, Louisville Med. Coll.; DSc, U. Louisville; (5) asst. in surgery, 1900-08; prof., 1908-23; clinical prof., 1923—; (8) awarded Laetare Medal, 1938; pres. Am. Med. Asso., 1937; recently appointed by President Roosevelt to head committee to coöperate with National Defense Commission on all phases of public health; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Bernard Asman; (3) MD, Ky. Sch. of Med.; AM, St. Mary's Coll.; (4) post grad. work in Vienna; (5) asst. in rectal surgery, 1897-98; asst. prof., 1898-1903; prof. diseases of rectum, 1904-23; clinical prof. proctology, 1923—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Guy F. Aud; (3) AB, MD, U. Louisville; (5) asst. surgery, 1915-23; clinical instr., 1923-27; asst. clinical prof., 1927-35; asso. clinical prof., 1935—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) James W. Bruce; (3) AB, Yale U.; MD, U. Penn.; (4) Coll. of Physicians and Surgeons; Harvard Med. Sch.; (5) instr. clinical microscopy, 1914-16; asst. in pediatrics, 1920-23; clinical instr., 1923-27; asst. clinical prof., 1927-35; asso. clinical prof., 1935-40; prof., hd. dept., 1940—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Charles W. Hibbitt; (3) MD, Louisville Med. Coll.; (5) prof. gynecology, 1906-14; prof. abdominal surgery, 1914-23; clinical prof., 1923-38; clinical prof., hd dept. obstetrics and gynecology, 1938—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Emmet Field Horine; (3) MD, Ky. Sch. of Med.; (4) post grad. work, London and Vienna; (5) asst. in materia medica, pharmacology, 1907-08; asst. in surgery, abdominal surgery, gynecology, 1908-13; asst. in surgery, 1913-21; asst. in med., 1922-23; clinical instr., 1923-27; asst. clinical prof., 1927-33; asso. clinical prof., 1933—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Walter Dean; (3) AB, Indiana U.; MD, U. Louisville; (5) asst. in otology, rhinology, laryngology, 1912-18; adj. prof., 1918-23; asst. clinical prof., 1923-32; clinical prof., 1932—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) William E. Gardner; (3) AB, Georgetown Coll.; MD, U. Louisville; (4) N. Y. Post-Grad. Sch. and Hospital; Presbyterian Hospital; Peter Bent Brigham Hospital; State Psy-

chopathic Hospital, Ann Arbor; (5) lecturer on psychiatry, 1913-20; adj. prof. mental and nervous diseases, 1920-23; asst. clinical prof. psychiatry, 1923-27; clinical prof., 1927—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Owsley Grant; (3) AB, Central U. of Ky.; MD, Johns Hopkins; (5) asst. in surgery, 1914-17; asst. in urology, 1917-21; adj. prof., 1923-29; clinical prof., 1929—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) D. Y. Keith; (3) MD, U. Louisville; (5) instr. in surgery, 1909-11; instr. proctology, 1911-15; instr. roentgenology, 1916-23; clinical instr. radiology, 1923-38; clinical associate, 1938—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) J. B. Lukins; (3) MD, Hospital Coll. of Med.; (5) adj. prof. obstetrics, 1909-16; lecturer in gynecology 1916-19; adj. prof., 1919-23; clinical instr. surgery, 1923-25; clinical instr. gynecology, 1925-29; asst. clinical prof., 1929-37; asso. clinical prof., 1937-38; asso. clinical prof. of obstetrics, gynecology, 1938—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) John Walker Moore; (3) BS, Davidson; MD, U. Penn.; (5) instr. pathology, bacteriology, 1915-17; instr. med., 1919-20; prof. med. research, 1920-23; prof. med., 1923—; dir. div. of med., staff executive, Louisville City Hospital, 1923; dean, U. Louisville Sch. Med., 1929—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Lamar W. Neblett; (3) MD, MS, U. Louisville; (5) asst. in physiology, pharmacology, 1914; asst. in anatomy, 1915-17; asst. surgery, 1916-23; clinical instr., 1923-28; asst. clinical prof., 1928—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) William Barnett Owen; (3) MD, U. Louisville; (5) adj. prof. surgery, gynecology, 1910-14; prof. orthopedic surgery, 1917-23; clinical prof., 1923—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) John W. Price, Jr.; (3) MD, U. Penn.; (5) instr. abdominal surgery, gynecology, 1908-13; instr. surgical pathology, 1908-12; adj. prof., abdominal surgery, gynecology, 1913-23; asst. clinical prof. gynecology, 1923-38; asst. clinical prof. obstetrics, gynecology, 1938—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Virgil E. Simpson; (3) AB, MD, U. Louisville; (5) tchr., med. dept., 1902—; clinical prof. therapeutics, 1923-28; clinical prof. med., 1928—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Claude T. Wolfe; (3) MD, Ky. Sch. of Med.; (5) instr. ophthalmology, oto-laryngology, 1911-17; adj. prof., 1917-23; asst. clinical prof., 1923-27; clinical prof., 1927—; (9) rok.

U. OF LOUISVILLE, LOUISVILLE: (2) Charles Omar McMahon; (3) AB, Harvard U.; AM, Princeton; (5) asst. prof. romance lang., 1913-18; prof., hd. dept., 1918—; (9) rok.

LOUISIANA

GRETNA, JEFFERSON PARISH P. S.: (2) J. C. Ellis; (3) BS, Dixon Norm. Coll.; (4) Peabody Coll.; U. Chicago; (5) supt., 32 yrs.; (6) 1908; (9) ej.

LOUISIANA COLLEGE, PINEVILLE: (2) Mrs. William Pierce Carson; (3) BL, Baylor Coll.; (4) Am. Academy of Dram. Art; N. Y. Sch. of Expression; (5) speech t.; (6) 1913; (7) hd., dept. speech arts, 1913; (9) cc.

LOUISIANA COLLEGE, PINEVILLE: (2) H. M. Weathersby; (3) BA, Miss. Coll.; AM, U. Chicago; (5) hd. dept. hist., 1911—; dean, coll. lib. arts, 1915—; (9) cc.

LOUISIANA POLYTECHNIC INSTITUTE, RUSTON: (2) Edward S. Jenkins; (3) BS, Clemson; (4) U. Chicago; (5) instr. agric., 1915-18; hd. agric. dept., 1918-23; asso. prof. chem., 1923-40; (9) fcm.

LOUISIANA POLYTECHNIC INSTITUTE, RUSTON: (2) William L. Mitchell; (3) BS, MS (ME), Ala. Poly. Inst.; (5) instr. mech. engin., 1915-18; dean engin., 1918-23; prof. mech. engin., 1923—; supt. campus utilities, 1916-28; dean of men, 1928—; (9) fcm.

MONROE, NEVILLE H. S.: (2) Mrs. M. M. Ruffin; (3) AB, Tulane U.; AM, U. Miss.; (4) U. Miss.; (5) prin., 15 yrs.; dean of girls, 10 yrs.; (6) 1910; (7) dean of girls, 1931; (9) pjn.

MISSISSIPPI

MISSISSIPPI SOUTHERN COLLEGE, HATTIESBURG: (2) Willa Bolton; (3) AB, Miss. St. Coll. for Women; AM, Columbia U.; (4) Clark U.; (5) prof. geog., 1912—; (8) author; (9) jbg.

U. OF MISSISSIPPI, UNIVERSITY: (2) Billy Sylvester Guyton; (3) BS, Miss. Coll.; BS, AM, U. Miss.; MD, U. Va.; (4) U. Colo.; (5) prof. pathology, bacteriology, 1915; (7) dean med. sch., prof. surgery, 1936; (9) ah.

MISSISSIPPI STATE COLL. FOR WOMEN, COLUMBUS: (2) Lottie Howard; (3) BS, Miss. St. Coll. for Women; AM, U. Wis.; (4) Columbia U.; Peabody Coll.; U. N. C.; Oxford, England; George Washington U.; (5) asst. prof. hist., 1915—; (9) blp.

MISSISSIPPI STATE COLL. FOR WOMEN, COLUMBUS: (2) Ella Lou Terry; (3) BS, AM, Peabody Coll.; (5) asst. prof. Eng., 1916—; (9) blp.

NORTH CAROLINA

CAMPBELL COLL. H. S., BUIES CREEK: (2) Burgess Pinckney Marshbanks; (3) AM, LLB, Wake Forest Coll.; (4) N. C. St. Coll.; Duke U.; (5) math t., 25 yrs.; bus. mgr., 5 yrs.; vice-pres., 15 yrs.; (6) 1909; bus. mgr., 1935; (9) lhc.

CAMPBELL COLL. H. S., BUIES CREEK: (2) Leslie Hartwell Campbell; (3) AB, AM, Wake Forest Coll.; (4) U. N. C.; Columbia U., (5) Eng., Latin t., 1911-26; dean, 1926-34; pres., 1934—; (9) lhc.

LENOIR H. S.: (2) Alice Robbins; (3) AB, Woman's Coll.; (4) Appalachian St. Teachers Coll.; (5) math. t.; (6) 1914; (9) csw.

MARS HILL COLLEGE, MARS HILL: (2) Preston Calvin Stringfield; (3) AB, Wake Forest Coll.; BD, Crozer Theol. Semin.; AM, U. Penna.; (4) U. N. C.; (5) prof. anc. lang., sci., ed.; (6) 1909; (7) prof. ed., 1927; (9) inc.

MEREDITH COLLEGE, RALEIGH: (2) Charles Edward Brewer; (3) AB, LLD, Wake Forest; PhD, Cornell; LLD, Baylor; (5) president, 1915-39; prof. chem., 1939-40; pres. emeritus, 1940—; (8) during his administration the endowment was increased and the plant enlarged; (9) cc.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) A. F. Bowen; (4) N. C. St. Coll.; (5) sec., registrar, 1899-1902; treas., 1902—; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Thomas Everette Browne; (3) AB, Wake Forest; AM, Tchrs. Coll., Columbia U.; (5) st. club agent, 1913-17; st. dir. vocational educ., 1919-26; prof. vocational educ., 1926-27; dir., sch. of educ., 1927—; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) William Hand Browne, Jr.; (3) AB, BAE, BE, Johns Hopkins U.; (5) prof. physics, elec. engin., 1908-16; prof., hd. elec. engin. dept., 1916—; (8) publications in field of specialization; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) John William Harrelson; (3) BE, ME, N. C. St. Coll.; (4) Army War Coll.; (5) instr. math., 1909-15; asst. prof. math., 1915-17; asso. prof., 1917-21; prof., 1921-34; hd. math. dept., 1933-34; dean of admin., 1934—; (8) dir., St. Dept. of Conservation and Development, 1929-33 on leave; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Thomas Perrin Harrison; (3) BS, LLD, The Citadel; PhD, Johns Hopkins U.; (5) prof. Eng., 1909-38; dean of coll., 1910-24; editor official coll. publications, 1938—; (7) dean emeritus, editor official coll. publications; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Charles McGee Heck; (3) AB, Wake Forest; AM, Columbia; (4) U. Nebr., U. Wis., U. Berlin; (5) asso. prof. physics, 1913-17; prof., hd dept., 1917—; (8) organized and started first physics dept. of college; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Lawrence Earl Hinkle; (3) BA, U. Colo.; AM, Columbia U.; DS es L, Dijon U.; (4) U. Chicago; Harvard U.; Princeton U.; Duke U.; (5) prof. mod. lang., hd dept., 25 yrs.; dir. translation service, 4 yrs.; (6) 1915; (7) hd dept. mod. lang., 1915; (8) founder of nat'l honorary lang. fraternity; establishment and development of translation service; publications in field; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Earl Henry Hostetler; (3) BS, Kansas St. Coll.; MAgr, MS, N. C. St. Coll.; (4) U. Wis.; (5) ass't in beef cattle, sheep, swine, 1915-19; in charge swine investigations and instruction, 1919-28; prof. animal husbandry, 1928—; (8) publications in field of specialization; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Frank Hamilton Jeter; (3) BS, Clemson Coll.; (5) agric. extension editor; dir., coll. news bureau, 1914-20, 1921—; chmn. bd. publications; (8) chmn. two nat'l committees to study news service of U. S. Dept. of Agric.; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Samuel George Lehman; (3) BS, Ohio U.; MS, N. C. St. Coll.; PhD, Washington U.; (5) instr. botany, 4 yrs.; ass't, asso. plant pathologist, 6 years.; plant pathologist, 15 years.; (6) 1915; (7) prof., plant pathology, 1925; (8) publications in field of specialization; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Carroll Lamb Mann; (3) BS, CE, N. C. St. Coll.; (4) Cornell U., N. C. St. Coll.; (5) instr., ass't prof. civil engin.; prof. railroad engin.; prof. civil engin, hd dept.; (6) 1904; (7) prof. civil engin., hd dept., 1916—; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Jane Simpson McKimmon; (3) BS, MS, N. C. St. Coll.; LLD, U. N. C.; (4) Simmons Coll.; (5) st. home demonstration agent, 1911-37; ass't dir. extension, st. home demonstration agent, 1924-37; ass't dir. extension, 1924—; (8) organized home demonstration clubs for farm women and girls; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Zeno Payne Metcalf; (3) AB, Ohio St. U.; ScD, Harvard U.; (4) Bussey Inst.; Harvard U.; (5) prof. zool., entomology, 1912—; dir. instruction, 1923—; dir. grad. studies, 1940—; (8) publications in field of specialization; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Thomas Nelson; (3) Harris Inst., Preston, England; Lowell Textile Inst.; DSc, N. C. St. Coll.; (5) instr. weaving, designing, 1901-05; hd textile dept.,

1906-28; dean textile sch., 1928—; (8) author numerous articles, two books, in textile field; survey of textile schools in Great Britain; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Charles B. Park; (5) supt. shops and power plant; (6) 1891; (7) retired as instr. emeritus of mechanical engin., 1934; (8) oldest employee connected with college; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Joshua P. Pillsbury; (3) BS, Penn. St. Coll.; (4) Harvard U.; (5) prof. horticulture, 1911-40; prof. landscape architecture, 1940—; (8) landscape architect to coll.; designed second plan of campus in 1912; designed original curriculum in landscape architecture for Penn. St. Coll.; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Wallace Carl Riddick; (3) AB, U. N. C.; CE, LLD, Lehigh; LLD, Wake Forest; DEng., N. C. St. Coll.; (5) prof. civil engin., 1892-1916; vice pres., 1908-16; pres., 1916-23; dean engin., 1923-37; prof. hydraulics, 1937—; (6) 1892; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Harry Tucker; (3) BA, BS in CE, CE, Washington and Lee; (4) Washington and Lee Law Sch.; (5) instr. engin., 1910-16; adj. prof., 1916-19; asso. prof., 1919-20; prof. highway engin., 1920—; dir. engin. experiment station, 1932—; (8) author in his field; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Lillian Lee Vaughan; (3) BE, MS, N. C. St. Coll.; ME, Columbia U.; (5) instr., 1906-09, 1911-14; ass't prof., 1914-19; prof. exp. engin., 1919-20; prof. mechanical engin., hd dept., 1920—; (6) 1906; (8) consulting engineer for coll. on heat, power, light plant; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Fred Barnett Wheeler; (3) BE, ME, N. C. St. Coll.; (4) Grand Rapids Sch. of Furniture Design; (5) student instr. forge and foundry, 1907-12; instr. woodworking, 1912-17; instr. woodworking, 1923-33; prof. practical mechanics, 1933—; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Charles Burgess Williams; (3) BS, MS, N. C. St. Coll.; (4) Johns Hopkins U.; Ohio St. U.; (5) ass't chemist, 1893-1906; hd dept. agronomy, 1906-24; 1926—; dir. N. C. Experiment Sta., 1907-12; vice-dir., 1913; dean of agric., 1917-24; (8) numerous publications in field of specialization; (9) dal.

NORTH CAROLINA STATE COLLEGE, RALEIGH: (2) Leon Franklin Williams; (3) AB, AM, Trinity Coll. (Duke); PhD, Johns Hopkins U.; (4) Columbia U.; (5) instr. chem., 1907-09; asst. prof. chem., 1909-14;

asso. prof. chem., 1914-21; prof. organic chem., 1921—; (8) state dir. Am. Chemical Society; (9) dal.

SALEM COLLEGE, WINSTON-SALEM: (2) Laurie R. Jones; (3) AB, Salem Coll.; (4) Salem Coll.; Am. Inst. Applied Music; (5) instr. piano; (6) 1906; (9) bn.

SALEM COLLEGE, WINSTON-SALEM: (2) Anna G. Perryman; (3) AB, Salem Coll.; (5) treas.; (6) 1913; (9) bn.

ST. MARY'S SCHOOL, RALEIGH: (2) Florence C. Davis; (3) BO, Emerson Coll.; (4) Elmira Coll.; Posse Gym.; (5) dramatics, phys. ed. t.; ass't dean; (6) 1911; (7) dramatics t., ass't dean; (9) mc.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Edgar Ralph Rankin; (3) AB, AM, U. N. C.; (5) asso. dir., extension div., 1913-26; hd dept. of sch. relations,* extension div., 1926—; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Julius Algernon Warren; (5) treas., bursar; (6) 1912; (9) tjw.

WILSON, CHARLES L. COON H. S.: (2) Eulalie Cox; (3) AB, Salem Coll.; U. Tenn.; Columbia U.; U. N. C.; (5) Latin t.; (6) 1913; (8) author of article "Introducing a Class to Vergil and the Æneid"; (9) crb.

SOUTH CAROLINA

DARLINGTON P. S.: (2) J. C. Daniel; (3) AB, Wofford Coll.; (4) U. Chicago; (5) supt.; (6) 1912; (7) supt., 1912; (9) jcd.

DARLINGTON, ST. JOHN'S H. S.: (2) Susannah W. Brunson; (3) AB, Converse Coll.; (4) Columbia U.; U. S. C.; (5) gra. sch. t.; h. s. t.; prin., h. s.; (6) 1904; (7) 1912, prin.; (9) jcd.

TENNESSEE

DAVID LIPSCOMB H. S., NASHVILLE: (2) S. P. Pittman; (3) BL, David Lipscomb Coll.; BS, U. Tenn.; (4) U. Tenn.; (5) instr. Biblical lit., 1893-1940; (9) nlp.

ELIZABETHTON H. S.: (2) J. R. Ritchie; (3) BS, Johnson City St. Tchrs. Coll.; (4) Milligan Coll.; Peabody Coll.; (5) principal; (6) 1906; (7) prin., 1924; (9) psw.

U. OF THE SOUTH, SEWANEE: (2) George Merrick Baker; (3) AB, PhD, Yale U.; (5) prof. Ger.; dean; (6) 1914; (7) dean coll. of arts and sci., 1921—; (9) gmb.

* By his leadership in organizing high school athletic associations, with clear and high eligibility requirements, Mr. Rankin has done more to obtain clean athletics in North Carolina secondary schools than any other one person.—Editor.

VANDERBILT UNIVERSITY, NASHVILLE: (2) Walter Clyde Curry; (3) AB, Wofford Coll.; AM, PhD, Stanford U.; (5) Eng. instr., 1915-18; ass't prof., 1918-21; asso. prof., 1921-26; prof. Eng., 1926—; (9) ab.

VANDERBILT UNIVERSITY, NASHVILLE: (2) Edwin Eustace Reinke; (3) AB, AM, Lehigh U.; PhD, Princeton U.; (5) ass't prof. biol., 1915-17; asso. prof. biol., 1917-22; prof., 1922—; (8) sec. of faculty; (9) ab.

WEST TENN. STATE TEACHERS COLLEGE, MEMPHIS: (2) L. C. Austin; (3) BS, AM, Peabody Coll.; (5) hd music dept., 1914-25, 1926—; (9) jno.

TEXAS

AGRIC. AND MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Albert L. Darnell; (3) BS, Miss St.; MA, Mo.; (5) instr.; prof.; dir. agric., John Tarleton Agric. Coll., 1918-20; (6) 1914; (7) prof. dairy husbandry, 1925 (9) fcb.

AUSTIN H. S.: (2) Alice Vivian Carman; (3) AB, AM, U. Texas; (5) tchr., 31 yrs.; (6) 1909; (9) ghw.

AUSTIN H. S.: (2) Effie Graves; (3) AB, U. Texas; (5) tchr., 39 yrs.; (6) 1901; (9) ghw.

AUSTIN H. S.: (2) Alice S. Harrison; (3) BLitt, U. Texas; (5) librarian, 27 yrs.; (6) 1913; (9) ghw.

AUSTIN H. S.: (2) Maclovia Hill; (3) AB, U. Texas; (5) tchr., 36 yrs.; (6) 1904; (9) ghw.

AUSTIN H. S.: (2) Nina Hill; (3) BLitt, U. Texas; (5) tchr., 40 yrs.; (6) 1900; (9) ghw.

AUSTIN H. S.: (2) Mrs. Willie S. Horne; (3) AB, AM, U. Texas; (5) tchr., 26 yrs.; (6) 1914; (9) ghw.

AUSTIN H. S.: (2) Mary Louise Rogers; (3) AB, AM, U. Texas; (5) tchr., 29 yrs.; (6) 1911; (9) ghw.

BAYLOR UNIVERSITY, WACO: (2) Arthur Jackson Hall; (3) AB, AM, Richmond Coll.; BD, ThM, Crozer Semin.; PhD, U. Chicago; (4) U. Chicago; (5) hd dept. educ., psych., phil., 6 yrs.; hd dept. psych., phil., 14 yrs.; hd dept. phil., 5 yrs.; (6) 1915; (7) prof. phil., hd dept.; (9) enj.

EAST TEXAS ST. TEACHERS COLLEGE, COMMERCE: (2) A. H, Cowling; (3) BA, East Texas Norm.; BA, MA, U. Texas; (4) U. Texas, U. Tenn.; N. Y. U.; (5) math., sci. t.; (6) 1911; (7) asso. prof. math.; 1911; (9) jsw.

EAST TEXAS ST. TEACHERS COLLEGE, COMMERCE: (2) C. M. Lutz; (3) BS, MS, Vanderbilt U.; (4) Columbia U.; (5) chem. t., 1912-40; physics, biol. t., 1912-17; (6) 1912; (9) jsw.

KINKAID SCHOOL, HOUSTON: (2) Mrs. W. J. Kinkaid; (4) Columbia U.; Harvard U.; U. Colo.; U. C. L. A.; (5) tchr., owner; (6) 1906; (7) head mistress; (9) wwk.

NORTH TEXAS STATE TCHRS. COLL., DENTON: (2) Lillian May Parrill; (3) BMus, Chicago Musical Coll.; (4) Columbia U.; (5) instr. mus., 1915-22; asso. prof., 1922—; (6) 1915; (7) asso. prof. music, 1922; (9) kh.

NORTH TEXAS STATE TCHRS. COLL., DENTON: (2) Mary Anderson; (3) BM, Baylor U.; MM, Chicago Musical Coll.; (4) Chicago Musical Coll.; studied with private tchrs. and in Germany; (5) piano t., theory t.; instr.; asso. prof.; (6) 1915; (7) asso. prof. music, 1924; (9) kh.

NORTH TEXAS STATE TCHRS. COLL., DENTON: (2) Beulah Ann Harriss; (3) AB, U. Nebr.; AM, U. Southern Calif.; (4) U. Colo.; (5) instr. physical educ., 1914-20; asst. prof., 1920—; (9) kh.

PORT ARTHUR, THOMAS JEFFERSON SENIOR H. S.: (2) Laurella Burnham; (3) AB, Southwest Texas St. Tchrs. Coll.; (4) Colo. St. Tchrs. Coll.; U. Penna.; U. Cincinnati; (5) pri. t., 6 yrs.; Latin, Span. t., 19 yrs.; (6) 1913; (7) h. s. t., Span., Latin; (9) tqs.

SAN ANTONIO, BRACKENRIDGE, H. S.: (2) Alyce Louise Wimberly; (3) grad. Classical Sch. Endowed; Waynesboro Academy; (4) Westmoorland Coll.; (5) Eng. t., 20 yrs.; elem. t., 5 yrs.; 7th gra. t., 5 yrs.; (7) Eng. t., 1920; (8) sponsored literary club; (9) eg.

TEXAS COLLEGE OF MINES, EL PASO: (2) Franklin Hupp Seamon; (3) ME, Mo. Sch. of Mines; (5) prof. chem., 1915-40; prof. emeritus, 1940—; (6) 1915; (9) fss.

TEXAS MILITARY INSTITUTE, SAN ANTONIO: (2) W. W. Bondurant; (3) AB, AM, Hampden-Sydney Coll.; (4) U. Chicago; (5) prin., supt., 35 yrs.; (8) erection of new buildings and extension of affiliations; (9) wwb.

U. OF TEXAS, AUSTIN: (2) Johannes Lassen Boysen; (3) AB, Harvard U.; AM, Syracuse U.; PhD, U. Wurzburg; (5) instr. Germanic lang., 1914-16; adj. prof., 1917-22; asso. prof., 1923-26; prof., 1926—; (9) lch.

U. OF TEXAS, AUSTIN: (2) Albert Perley Brogan; (3) AB, AM, PhD, Harvard U.; (5) instr. phil., 1914-16; adj. prof., 1917-22; asso. prof., 1923-24; prof., 1925—; dean grad. sch., 1936—; (9) lch.

U. OF TEXAS, AUSTIN: (2) Halbert Pleasant Bybee; (3) AB, AM, PhD, Indiana U.; (5) instr. geol., 1913-15; adj. prof., 1916-19; asso. prof., 1920-25; geologist in charge of univ. endowment lands in West Texas, 1929—; prof., geologist in charge of univ. lands, 1936—; (9) lch.

U. OF TEXAS, AUSTIN: (2) James Frank Dobie; (3) AB, Southwestern U.; AM, Columbia U.; (5) instr. Eng., 1914-20, 1921-23; adj. prof., 1925-26; asso prof., 1926-33; prof., 1933—; (8) research in Texas folklore; author of books on this subject; (9) lch.

U. OF TEXAS, AUSTIN: (2) Raymond Everett; (3) BS in Arch., Harvard U.; BA, Drexel Inst.; MS in Arch., U. Texas; (5) adj. prof. arch., 1915-19; adj. prof. freehand dr. and painting, 1920-22; asso. prof., 1923-36; prof., 1939—; (9) lch.

U. OF TEXAS, AUSTIN: (2) William August Felsing; (3) BA, MA, U. Texas; PhD, Mass. Inst. Tech.; (4) Mass. Inst. Tech.; (5) tutor in chem., 1913-16; adj. prof., 1918-19; asso. prof., 1919-24; prof., 1925—; (9) lch.

U. OF TEXAS, AUSTIN: (2) Mary Edna Gearing; (4) study abroad; (5) asso. prof. home ec., 1912-13; prof., 1914—; (9) lch.

U. OF TEXAS, AUSTIN: (2) Samuel Edward Gideon; (5) asso. prof. arch., 1913-23, 1924-39; prof. arch. design and hist., 1939—; (9) lch.

U. OF TEXAS, AUSTIN: (2) Ellwood Griscom; (3) BS, Northwestern U.; AM, U. Penna.; (4) U. Penna.; (5) instr. public speaking, 1913-16; asso. prof., 1919-35; prof., 1935-40; prof. speech, 1940—; (9) lch.

U. OF TEXAS, AUSTIN: (2) Benjamin Carroll Tharp; (3) BA, MA, PhD, U. Texas; (5) tutor in bot., 1914-17; instr., 1918-19; adj. prof., 1920-24; asso. prof., 1925-33; prof. bot., 1933—; asst. dean, coll. arts and sciences, 1928-36; (9) lch.

VIRGINIA

BRIDGEWATER COLL., BRIDGEWATER: (2) Charles Eugene Shull; (3) BS, AM, Bridgewater Coll.; AM, Cornell U.; (4) Johns Hopkins U.; U. Ill.; Ohio Northern U.; Ga. Sch. of Tech.; (5) prof. math., physics, 1914—; bus. mgr., 1930—; (9) ers.

BRIDGEWATER COLL., BRIDGEWATER: (2) Charles Conrad Wright; (3) AB, Bridgewater; AM, Columbia U.; PhD, U. Va.; (4) Columbia U.; (5) com. dept. prin., 1915-16; prof. ec., 1916—; act. dean, 1923-24; dean, 1925—; (9) ers.

EPISCOPAL H. S., ALEXANDRIA: (2) Francis Edward Carter; (3) AB, U. Va.; AM, George Washington; (7) hist. t., 34 yrs.; (9) arh.

EPISCOPAL H. S., ALEXANDRIA: (2) John Moncure Daniel; (7) hd dept. hist., 38 yrs.; (9) arh.

EPISCOPAL H. S., ALEXANDRIA: (2) Archibald Robinson Hoxton; (3) AB, U. Va.; AM, Princeton U.; LittD, U. of the South; (7) prin., 41 yrs.; (9) arh.

EPISCOPAL H. S., ALEXANDRIA: (2) Willoughby Reade; (3) MEl; MO; (7) hd dept. Eng., 46 yrs.; (9) arh.

EPISCOPAL H. S., ALEXANDRIA: (2) Grigsby Cave Shackelford; (3) AB, AM, U. Va.; (7) hd dept. math., 34 yrs.; (9) arh.

EPISCOPAL H. S., ALEXANDRIA: (2) Robert Llewellyn Whittle; (3) AB, U. Va.; AM, Harvard U.; (7) hd dept. Ger., 30 yrs.; (9) arh.

EPISCOPAL H. S., ALEXANDRIA: (2) Richard Pardee Williams; (3) AB, AM, U. Va.; (7) hd dept. Latin, Greek, 30 yrs.; (9) arh.

HAMPTON H. S.: (2) Lallie B. Darden; (3) AB, Coll. of William and Mary; AM, Columbia U.; (4) Coll. of William and Mary, Columbia U.; (5) com. math. t., 16 yrs.; hist. t., 4 yrs.; com. subj. t.; (6) Symes-Eaton, 1901-09; Hampton h. s., 1910-14; (7) com. dept., 1924; (9) hwt.

HOLLINS COLLEGE, HOLLINS: (2) Rachel Wilson; (3) BA, Hollins Coll.; AM, U. Chicago; (4) Columbia U.; Sorbonne; U. de Poitiers; (5) instr. Fr., math., alumnae sec., 1914-17; instr. Fr., 1918; asso. prof., act. hd dept., 1922; prof. Fr., hd dept., 1925; (6) 1913; (9) fk.

MADISON COLLEGE, HARRISONBURG: (2) Edna T. Shaeffer; (5) instr. music; hd sch. of music; (6) 1915; (9) spd.

MARY WASHINGTON COLLEGE, FREDERICKSBURG: (2) Roy C. Cook; (3) AB, MS, PhD, U. Va.; (5) instr. math., sci.; prof. sci.; prof. sci., hd dept.; (6) 1915; (7) 1925; (9) ed.

MARY WASHINGTON COLLEGE, FREDERICKSBURG: (2) Eugene Curtis; (5) chief engineer; supt. bldgs., grounds; (6) 1911; (7) 1933; (9) ed.

MARY WASHINGTON COLLEGE, FREDERICKSBURG: (2) William N. Hamlet; (3) CE, Va. Military Inst.; (4) U. Va.; Cornell U.; Columbia U.; (5) prof. sci., math.; prof. math.; prof. math., hd dept.; (6) 1911; (7) 1925; (9) ed.

MARY WASHINGTON COLLEGE, FREDERICKSBURG: (2) Nora C. Willis; (4) Fredericksburg Coll.; Cornell U.; Beechwoor Sch.; N. Y. U.; (5) instr. piano and organ; (6) 1911; (9) ed.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) Roberta D. Cornelius; (3) AB, Randolph-Macon Woman's Coll.; AM, U. of Chicago; PhD, Bryn Mawr Coll.; (4) U. Chicago; Bryn Mawr; New York U.; (5) instr. Eng., 1911-13, 1916-19; adj. prof., 1919-25; asso.

prof., 1925-37; prof., 1937—; (8) editor of *Alumnae Bulletin* since 1928; (9) cs.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) Mabel Davidson; (3) AB, Randolph-Macon Woman's Coll.; AM, Columbia U.; (4) U. N. C.; U. Va.; (5) instr. Eng., 1911-22; adj. prof. Eng., 1922-27; asso. prof., 1927—; (9) cs.

STAUNTON MILITARY ACADEMY, STAUNTON: (2) S. Stewart Pitcher; (3) BS, The Citadel; (5) instr., math., 11 yrs.; post adj., 13 yrs.; ass't hdmaster, 2 yrs.; hd. dept. math., 1933—; (6) 1912; (9) jwp.

STAUNTON MILITARY ACADEMY, STAUNTON: (2) Ted G. Russell; (3) BS, The Citadel; (5) ass't commandant, 13 yrs.; commandant, 12 yrs.; commissary dept., 1933—; (6) 1906; (9) jwp.

STAUNTON MILITARY ACADEMY, STAUNTON: (2) Lawrence Bell Steele; (3) BS, The Citadel; (5) hd jr. dept., 2 yrs.; math instr., 4 yrs.; sec., 12 yrs.; bookkeeper, 1934—; (6) 1908; (9) jwp.

STAUNTON MILITARY ACADEMY, STAUNTON: (2) Major William H. Steele; (5) bookkeeper, 9 yrs.; treas.; bus. mgr., 1937—; (6) 1909; (9) jwp.

WASHINGTON AND LEE UNIV., LEXINGTON: (2) William D. Hoyt; (3) AB, MS, U. Ga.; PhD, Johns Hopkins; (5) asso. prof. biol., 1915-20; prof., 1920—; (6) 1915; (9) fpg.

WASHINGTON AND LEE UNIV., LEXINGTON: (2) Robert H. Tucker; (3) AB, AM, LLD, Coll. of William and Mary; (4) U. Chicago, U. Wis.; (5) asso. prof. ec., com., 1915-19; prof., ec. and bus. admin., 1919—; act. pres., 1930; dean coll., 1930-32; dean univ., 1932—; (6) 1915; (7) prof.; 1919; dean, 1932; (9) fpg.

WAYNESBORO H. S.: (2) Mrs. W. R. Davies; (3) special certif., U. Va.; (4) U. Va.; (5) instr. math., sci.; (6) 1908; (9) rcj.

Unifying Education for National and Individual Security: An Open Forum for all Interested Members

(*Continued from the August* QUARTERLY)

In the necessity of things, the Memphis meeting will devote much time and thought to problems of unifying education for national and individual security. As announced in the August QUARTERLY, it is desired to devote as much space as is reasonable in this issue to a free and open discussion by representatives of member schools and colleges in regard to these problems. This is the fourth annual forum published by the QUARTERLY. The first appeared in the issue for February, 1938, under the title "Purposes, Procedures, and Trends of the Associations of Colleges and Secondary Schools." The second was published in February, 1939, under the title of "Education as an Instrument of Social Progress in the South." The third was concluded in the issue for February, 1940, under the title, "Issues Facing the Southern Association." For this fourth discussion, the QUARTERLY made general invitation to all interested persons connected with the Southern Association on page 546 of the issue for August, 1940. Reprints of the invitation, including copies of the questions outlined and suggested, were sent to all delegates and visitors from member institutions who registered at the Atlanta meeting. The QUARTERLY expresses its appreciation to the following persons who contributed responses in accordance with the request published in the August number:

Dean F. W. Bradley, University of South Carolina
Professor C. K. Brown, Davidson College
Dean Doak S. Campbell, George Peabody College for Teachers
Dean I. N. Carr, Mars Hill College
President R. M. Cavness, San Marcos Academy, San Marcos, Texas
Miss Ann Tharp Clifford, The Kinkaid School, Houston, Texas
Dean C. B. Collier, Florence State Teachers College
Dean George M. Crutsinger, Hardin Junior College
Father P. H. Dagneau, Marist College High, Atlanta, Georgia
President Spright Dowell, Mercer University
Supervisor Paul Eddy, Florida State Department of Public Instruction
Dean R. L. Eyman, School of Education, Florida State College for Women
President C. Sylvester Green, Coker College
President Eric W. Hardy, Academy of Richmond County and Junior College of Augusta, Augusta, Georgia

Dr. James E. Hillman, Director of Professional Service, North Carolina Department of Public Instruction
Professor M. R. Hinson, Florida State College for Women
Dean K. J. Hoke, College of William and Mary
President G. D. Humphrey, Mississippi State College
Dr. Richard E. Jaggers, State Director of Teacher Education and Certification, Kentucky State Department of Education
Professor A M. Jarman, University of Virginia
Dr. E. R. Jobe, High School Supervisor, Mississippi State Department of Education
President Ralph Waldo Lloyd, Maryville College
Professor R. G. Lowrey, Mississippi Southern College
Professor Roscoe E. Parker, University of Tennessee
Superintendent William Henry Shaw, Sumter City Schools, Sumter, S. C.
Registrar R. F. Thomason, University of Tennessee
Professor J. G. Umstattd, University of Texas
Professor James F. Whelan, Loyola University
Dean J. E. Williams, Virginia Polytechnic Institute

The questions suggested in the August issue are in each case re-stated, followed by the discussion submitted by the contributors.

1. (a) *If compulsory military service becomes a fairly permanent part of our national policy, how can this policy be fitted into the educational system of the nation?* (b) *What is your opinion as to whether compulsory military service should become a permanent policy?*

President Humphrey makes the following comments in regard to question number one:

"(a) Compulsory military training, if it becomes a part of our National policy, can easily be fitted into the curriculum of a land-grant college such as Mississippi State College because we have compulsory military training at the present time for the first two years. Students taking military training could be given credit for the work they do during the school year on the period that they would otherwise spend in training camps, and the remainder of the compulsory training could be given during the summer months.

"(b) Compulsory military training should become a permanent policy until all dangers of war are eliminated."

Professor Umstattd disagrees, stating:

"(a) If compulsory military service does become a fairly permanent part of our national policy, however, it should not be patterned after the typical squads-right procedures on our university campuses. On the

contrary, it should include a minimum of the useless marching with muskets and a maximum of sound physical training. Much of this should be linked with the physical education programs of our high schools and colleges with the automatic rifles entirely out of sight. Obviously it would be necessary to supplement the sound physical training with practice on rifle ranges. Beyond good physical training and the ability to shoot straight, every person able to do so should acquire knowledge of science or of mechanics that will serve the dual purpose of vocational training and, if necessary, military use. Special emphasis should be placed upon the medical sciences and upon engineering. Within the field of engineering, probably mechanical engineering should receive greatest emphasis. In short, our best preparedness will result from making possible military applications within our present scientific and mechanical curriculums. These fields should be open to women volunteers as well as to men.

"(b) It is impossible for me to include compulsory military service and democracy in the same thought. It seems to me that they are opposites. A democracy that works would not need to force its citizens to protect it. Any threat would bring adequate numbers for our military organization. A call for volunteers would have been far better than a conscription bill even at the present time, and would have filled the ranks with willing if not eager soldiers rather than with men who carry the feeling that they have been forced to do something against their will."

President Hardy writes:

"(a) After having had to do with the administrative work of military schools for the major part of thirty years, I am glad to answer the first in the list of questions suggested. I advocate compulsory military training for every physically fit young man in the United States, and know of no more wholesome way than to organize it in every high school and college. Nor do I know of any more valuable way to use the trained personnel we already have in peace time than in training others. Whether we like it or not, as a matter of self-defense and self-preservation, we must be prepared in the present world to send young men out to battle as well-trained and disciplined as those whom they must meet. To do less would be a national crime, and possibly lead to national tragedy. As to my experience with military training, we have here in the Academy and the Junior College approximately 1,100 cadets in uniform. This training is required of every boy in the Academy who is physically fit, including freshmen. It is optional in the Junior College. The result is that practically every boy of high school age in this community gets four years of military training under army officers, and those who elect it in the Junior College get six years. These young men are potentially trained, and with a proper system of summer army camps, could become well-trained soldiers without taking them out of school or out of civil life in peace time.

"There are other defensive and peace-time values: the training in obedience to authority, promptness in the performance of duty, alertness, physical stamina, and cleanliness. Military training begets a proper respect for the flag and kindles a more fervent patriotism. If we had assurance that we would never have to go to war, I still believe that it would be one of the finest kinds of training for citizenship. The old contention that it begets a militaristic spirit is pure 'bosh.' I have observed the results along this line in this community for twenty years and know what I am talking about. Incidentally, we have had only one so-called 'conscientious objector.' He tried to use his ministerial position and assumed influence to stir up public opposition to military training. He met with ignominious failure.

"(b) My answer to the latter part of the first question is in the affirmative. I believe that military service should become a permanent national policy. We should have learned our lesson in America by this time. Peace arrangements and disarmament programs have not given guarantees of peace. Twenty years ago we were caught woefully unprepared for our part in a war which we could not avoid. Subsequent efforts to fortify the world against another such catastrophe proved to be but feeble gestures. We are caught again in a situation that will almost inevitably involve America. The only possible insurance against the wastes and folly of war is adequate preparation at all times for immediate defense. If this had been true of America twelve months ago, I believe the hands of the dictators of Europe might have been staid, and at least that Italy would have never entered the war. Any argument that it is too expensive is absurd in the face of the billions we have literally squandered in the past ten years, which if wisely used in a national defense program, would have given us an adequate navy in both oceans, and also an army sufficient for our defense."

Professor Lowrey suggests:

"(a) In every part of America today there are skilled and semi-skilled workmen who learned their civilian trades in the army or navy. Time spent in the armed forces need not be time lost in preparation for useful citizenship. Educators should be brought into the national defense counsels. The military training program should be planned to include opportunities, not merely to learn useful trades, but also to learn civil arts and virtues that will have value after the period of military training is over. These opportunities should be subordinated to military training so that it will, if possible, be more effective because of them. It may be that the ROTC or other military training programs in the schools and colleges can be fitted effectively into compulsory military training plans, so that formal schooling for many young men need not be interrupted.

"(b) Probably few educators like the idea of compulsory military training as a permanent policy. Rather, they think of it as an objectionable necessity which must be continued until a way can be found to guarantee

national security without it. Yet Washington's advice to America to expect the worst is probably more needed today than when Washington gave it. Compulsory military training is here. We may have it for a long time to come. We must adjust the educational system to it, and it to the educational system."

Dean Bradley writes:

"(a) If compulsory military service becomes a fairly permanent part of our national policy, this policy can be fitted into the educational system of the nation:

"(i) By giving high school pupils of the last two grades of high school (10 and 11 or 11 and 12) training in what is known as the 'School of the Soldier,' close-order drill, military courtesy, and such training as is necessary for a private or non-commissioned officer.

"(ii) By giving college students two or three hours a week training in such general subjects as minor tactics, military law (army regulations), and other types of training necessary for a commissioned officer. Various schools in our universities could contribute effectively to the needs for specialized training: in physics, for example, radio and general signaling training; in engineering, the construction of bridges, fortifications, etc.; the commerce departments could give training for the quartermasters corps, etc. All of this training, general and specialized, could be carried on in conjunction with the regular college work. Some of these courses might be fitted right into the curriculum of the school concerned. Of course, it is self-evident that training for military service now is not what it was twelve months ago and cannot be. This training must be adapted to the changes that have been forced upon the world by new tactics.

"(b) My opinion is that compulsory military service should be as permanent as is the present trend of dictatorships. The prospect of compulsory military training in a democracy is not pleasing, but far less pleasing is the thought of what has happened to Norway, Denmark, Holland, and France and what now threatens England."

Dean Carr expresses his opinion:

"Unifying education appeals to me so long as it is used to serve individuals and society, but not for purposes of oppressing or using such means simply for centralization. I am in favor of a variety of training units which fit into the educational picture as vital parts. Frequently in conferences I have noticed that certain persons seem to feel that a particular type of education is *real* education and other types are outside the picture. I think our administrators need a broader view of the whole matter. In regard to the questions raised, I should answer them as follows:

"(a) Military training gives discipline, order, and cleanliness which are frequently lacking in the habits of young men. Reading, pictures, and

forum discussions can all be used to advantage in a military program. These should be supplemented by worthy programs in physical education. This should be so worked as to rate credit in a four-year college course.

"(b) I believe compulsory military training should be had only when we have a disturbed world situation which makes it necessary, logical, and advisable for us as a nation. I do feel that our youth need discipline; and if we cannot give it to them in our schools, then it may be necessary for compulsory military training."

Dr. Jobe answers the second half of question one:

"I do not favor compulsory military service as a permanent part of the national policy. I think that conscription is absolutely necessary at the present time, and that it must be continued for the duration of the present emergency. The requirements of national defense should determine, it seems to me, whether compulsory service should be permanent or temporary. If it is made permanent, I can see that there is danger that we should rely too much upon a mass army and neglect other essential means of defense. In other words, we should not depend upon compulsory military service, a two-ocean Navy, a Maginot line, or any single method of armament and neglect the development of any new ideas and new weapons as they are discovered. Furthermore, a large standing army would tend to become traditionalized and outmoded over a long period of time."

Dr. Williams writes:

"(a) Military service should be given in the high schools and should extend through the colleges. This is a day and age of specialization, and the earlier any training begins the more we have a right to expect.

"(b) If our civilization and our freedom are to be preserved, the indications are that wide military service on the part of our citizens will be necessary. Experience has proved that voluntary service is insufficient in times like the present."

Superintendent Shaw answers:

"(a) I believe that compulsory military service is expedient at this time in the national policy. I also believe that it should be fitted into the educational system of the nation. I approve of every young man having one year of military training immediately upon graduation from the public high school; or if he fails to graduate from the public high school, the military training should come at the age of twenty-one. In cases where students attend college, I believe that the compulsory military training should be tied in with the college training at the college where the student enrolls. I believe that regional training schools should be set up in each state or section of the nation for giving compulsory training to all young men who do not attend a college where the military training is provided. By using this plan, the educational program will not be interferred with, and young

men will not be taken from employment to receive their year of military training. In other words, a boy would receive his training between the high school graduation and before entering into business; or, in the case of going on to college, he would complete the military training during his four years in college.

"(b) As I stated in the beginning, I approve of compulsory military service as a permanent policy of the United States national defense program. I believe that it could be coördinated with the high school and college program."

President Cavness challenges the underlying assumptions of security:

"Security is a very enchanting word! It has caught the imagination of the American people in recent years as perhaps few phrases except 'new deal.' A few hearty Americans of the old school, regardless of political party affiliation, seek occasionally to remind the world that security may belong to the Utopian. An over-dose of security constitutes an anesthesia for ambition! Few practical and sensible people will deny the fact that security as it has been applied to certain of our social strata has certainly stifled initiative and ambition. In many cases it has practically murdered self-respect!

"Of course, this challenge to the idea that all of us want to provide both individual and national security will be quite vulnerable and to the minds of many will be exploded by an intolerant wave of the hand as easily as gas filled balloons pop when touched with a cigarette stub! But the poet had the same idea when he reminded us 'A man's grasp must exceed his reach, else what's a heaven for?' And there are certainly practical objections to the working out of our present social security problems, as many farmers in our district can testify. They have fields full of cotton suffering to be picked, and with the cities full of potential cotton pickers who are unwilling to leave the security of federal doles, in order to help the taxpayer produce the wealth with which to pay the taxes to support those same holders of federal security.

"Some will say, 'Dare you apply that principle with regard to national security?' (referring to the national defense). And the answer still is in the affirmative! Universal compulsory military service has never been a part of a democratic government. But in time of national emergency the democratic government would do well to make haste *temporarily* to abandon a part of its democracy and call to its aid universal compulsory military service. If any democratic government has to resort to compulsory military service as a basic policy, that democracy has indicted and convicted itself of a large measure of failure; and yet why expect perfection from any human institution? This writer believes that the present policy of allowing boys to choose voluntary enlistment in military units while in high school and college is the proper one, and that we ought to leave to the National Guard

of the various states the task of providing a reasonable first line of replacements to the regular army, if and when we are in jeopardy as a nation."

2. (a) *Is it desirable that the CCC and NYA, either or both, become a permanent part of the educational program?* (b) *If they are to become a permanent part of the educational program, how can they best serve the purposes of education?*

President Humphrey answers:

"(a) I believe that the CCC and the NYA should become a permanent part of the educational program.

"(b) These organizations can best serve education by training youths in trade and in agriculture who do not desire to attend college or who should not, because of mental limitations, attend college."

Professor Umstattd is also in favor of continuing the CCC and NYA. He comments:

"(a) In my judgment both the CCC and the NYA have demonstrated great educational value and should become a permanent part of our educational program.

"(b) I believe they can best serve the purpose of education by bringing realistic experiences into our curriculum. For two years I have regularly taken classes in secondary education on visits to nearby CCC camps that have competent educational advisers, and without exception these visits have demonstrated to prospective teachers a kind of education not limited to books. They have seen science, mathematics, and even social studies alive and at work in these camps.

"Whether these programs remain under federal administration or be gradually shifted to the states is, in my judgment, a minor issue so long as they continue their present procedures. Even the most rabid politicians have found little complaint with the administration of the CCC and the NYA. While this suggests a high degree of perfection, both the CCC and NYA should strive continually to improve their services to youth by giving them fundamental work-experience along with their academic training."

Professor Lowrey writes:

"It is desirable that both the CCC and the NYA be continued. Both have established their usefulness. Both, however, should strive to train more definitely *for available jobs.*"

Dean Bradley also comments:

"(a) It is desirable that the CCC and NYA both become a permanent part of the educational program. The CCC is just beginning a necessary work in conservation of forests. This work should be carried on in the interest of our national economy so that the soil may be built up and so that the entire population may be educated in fire prevention. The NYA is

a bold and enlightened step towards making education democratic. It is enabling us to give school and college training to young people who otherwise might miss it. But better still, it is giving training to those who are best able to receive it and profit by it.

"(b) The CCC can serve the purposes of education by giving as thorough training as possible in any trades or crafts practiced in the community. There is no need for any duplication of work between the schools and the CCC except possibly where high schools might give the same manual training that a CCC camp might give. One of the finest things the CCC camp can do is to teach the young people of the nation not to fear but to respect good honest hard work and to have a pride in the work of their hands. There are many boys in the CCC camps who are not able to take high school training or who for one reason or another do not take it. In the national plan for military training these should not be left out of the count. They should receive in the CCC camp the minimum training that is given to the high school pupils. The NYA, as stated above, is performing and can perform a long needed service in bringing education to underprivileged young men and women of excellent mental ability and moral qualities."

Superintendent Shaw answers:

"I believe that the present CCC should be coördinated with the Federal Government's plan in setting up a national defense program, where compulsory military training has become a part of our government. I have wondered for a long time why the government has not utilized the CCC as a means for recruiting young men for national defense. On the other hand I do not approve of NYA being expanded by the Federal Government, except as it is made a permanent part of the educational program. At the present time there is a concerted effort in Washington to set up additional appropriations for the NYA with which they expect to have regional training schools for the young men for the national defense program. I am definitely opposed to the government expanding its activity in this area, except as the money is spent through the present vocational departments in the various states of the nation. We must be careful to distinguish between the educational program and the national defense program."

President Cavness states:

"In line with this viewpoint we might be expected to take an antagonistic position with regard to the CCC and NYA, but if we may be a little inconsistent, we would give just credit where much credit is due—to each of these organizations. It does seem that it is about time for our nation to have all the facts put before us regarding these two agencies and decide whether our society is to furnish a free education on the industrial and trade level, as well as on the college level, at national and state expense to all those young people

who desire industrial or college education. In effect, that is what is being done, without the consent and support of the rank and file of our citizens."

Dean Carr writes:

"(a) I should like to see both CCC and NYA become permanent parts of our educational system if they can be safely and economically financed.

"(b) For the CCC I should urge a more definite and positive educational program with every enrollee being required to pursue some course of study. The NYA has aided so many that I hope it can be continued. I feel that college and school administrators have made this part of the program work as well as any other work programs in the colleges."

Dr. Jobe states:

"(a) CCC and NYA should become a permanent part of the educational program and should provide the opportunity for work to become a part of the school curriculum.

"(b) These agencies must be closely coördinated with the public school program, and the functions of each must be clearly defined. If it is true that there are four million youth out of school and unemployed, there can be little doubt as to the vast opportunity for the NYA and the school to broaden and improve their services."

Dr. Williams expresses his reactions thus:

"(a) It is generally conceded, I believe, that the CCC has made good. If the military feature is added, as it should be, the possiblities for service in this direction will be greatly improved. I am not so certain about the NYA. If this form of financial aid is wisely supervised, it may serve a good purpose; but I am a bit afraid at times that it encourages the present trend, which is in evidence all around us on the part of young people, to want something for nothing."

3. (a) *How may the school and other educational agencies coöperate in taking care of the "slack" in the time of the young citizen caused by the fact that the average young person under present conditions is unemployed for from six months to two years after he leaves school?* (b) *Is it possible so to coördinate the agencies for vocational training and job-placement that vocational education will be for an available job?*

President Humphrey answers:

"(a) The school could provide continuous courses whereby the student could be going through a period of more specialized training for some particular type of work.

"(b) I think that it is best to coördinate the agencies for vocational training and job placement in order that vocational education will be training which will qualify the individual for available jobs."

Professor Lowrey answers the second part of this question:

"Both CCC and NYA should strive to train more definitely *for available jobs*. High schools and colleges also should assume responsibility for training for available jobs. Owners and managers in industry and commerce, labor union officials, agricultural agents, and others will coöperate in determining probable demand for labor in various fields. Admission to training should be limited, not to the expected demand, but in the light of the expected demand. Youth should receive training in more than one field when time and resources permit."

Dean Bradley states his opinions thus:

"(a) The evils of the 'slack' in the time of the young citizen caused by the fact that the average young person under present conditions is unemployed from six months to two years after he leaves school can be easily exaggerated. It is true that the young citizen is not productive during this time, but he is not any greater burden on his parents during this time than he has been during his high school studies—in fact, less so. Meanwhile, he is getting his bearings in the world, gaining contacts in looking for a position, learning something about adaptability, and probably making some internal adjustments that are worthwhile. However, even in a democracy, it is possible in some measure to reduce this 'slack.' This will require, however, a close coördination between educational agencies on the one hand and business and industry on the other.

"(b) The task of coördinating the agencies for vocational training and job placement, simple as it is for a dictatorship, offers many difficulties to our democratic system. The best that we can do, I believe, is fully and thoroughly to explore the needs of the community for services of various kinds and to make the results of this investigation known to the agencies of vocational training. This is an investigation, however, which cannot be done once and for all. It must be a continuous investigation. It must be as dynamic as the community itself. As there is no stasis in industry and commerce, so the task of vocational education can also never become static."

Dean Carr writes:

"(a) Vocational training for a year may contribute to a solution, or *post*-graduate studies may fill a need here. There is nothing wrong in taking definite training for a definite available job. Becoming well prepared to earn a livelihood is entirely worthy and honorable."

Dr. Jobe is of this opinion:

"(a) The NYA and the high school should expand and develop their services so as to provide for the occupation of young people from the time they finish their elementary training until they are absorbed in college, industry, or business. In this way the whole problem of occupational guid-

ance and vocational training can be studied constantly and developed in keeping with changing conditions."

Dr. Williams comments:

"(a) All school programs should provide guidance, and placement agencies should be a part of the guidance program. In case jobs are not available at the time, compulsory military training should be required for those who have no jobs."

He is quite pessimistic, however, as to giving vocational education that will definitely lead to a job for the person so educated. As to the possibility of coördination between vocational education and job-placement he says laconically:

"(b) I do not think so."

Superintendent Shaw writes:

"(a) In question No. 1, I explained that I would be in favor of compulsory military training taking place immediately upon graduation from high school. Question No. 3 brings out the fact that there is a six-month to two-year period for the average young man before he is employed after leaving school. By placing the military service immediately after graduation from high school, or during the college training period, this would eliminate a great amount of the present slack between high school and a job.

"(b) Under the second part of this question I suggest that the present vocational courses could be expanded to the extent that young men could be held in vocational training until they are placed in a job. I do not feel that the vocational training received in the schools up to this point has been sufficient to guarantee the young men success in jobs in the community. In fact, many of them have to be retrained when they are taken into business. For this reason I stress the fact that the Federal Government could give additional funds for expanding the facilities and increasing the advantages in the present vocational set-up throughout the states."

President Cavness comments, combining his answer to questions three and four:

"With regard to coördination of the various educational agencies, especially for vocational training and job placements, so as to train students for available jobs, only the 'down-right contrary' person who was born in the 'objective case' would even suggest that such correlation and coördination should not be accomplished as rapidly as possible. It is foolish for us to give encouragement to the present crop of five to ten million youngsters who are now thinking in terms of being aeronautic engineers and designers! Let these millions of youngsters see that as soon as war is over (and it will end some day) that these 'dream-aeronautical-engineers' will have to become the equivalent of the mechanic in our roadside garage repairshop. There is no doubt that much foolish expenditure has been made for machinery

and for the training of teachers to supply printers and other tradesmen for an area which will reach its saturation point for absorbing those printers and tradesmen within a two-year period, but the work will be continued for ten or fifteen years in a vain effort to cover up some school board members' or superintendent's silly mistake!"

4. *How can vocational education that functions as a program of training for jobs that actually exist be achieved?*

President Humphrey replies:

"It seems to me that the best way to achieve the desired end of vocational education is to make a job survey in the locality in which the school is situated, also in the state and nation; then to fit the program of vocational education to train the students needed for the avilable jobs."

Dr. Jaggers suggests:

"Vocational education can function as a program of training for jobs that actually exist when the program has been set up on the basis of need. This need must be accurately measured and must be in terms of the individuals, as well as community, or society in general. In too many cases vocational education has been built around only one area of living, such as agriculture, or home economics; and in too many cases the work has been inaugurated because subsidies were available and not because the extent of need justified the action.

"Three factors should have major influence in deciding whether or not a young person should enter training for a particular vocation:

"(1) Is he interested in this vocation as a life work?

"(2) Has he shown definitely that he possesses those aptitudes which offer reasonable promise that he will succed?

"(3) Is there a need, or is there likely to be a need, for his services in the vocation chosen?

"If this method of determining need shows that there is a sufficient number of young persons falling into one vocational group to justify the community in providing facilities for training in that vocation, then it should be provided. Other courses should be set up after needs have, in like manner, been determined.

"The factors in this group which should have greatest influence upon the choice of a vocation should be those of interest and aptitude. If a young person is permitted to do the work in which he is really interested and for which he has a definite aptitude, there is real promise that he will succeed. Work must be created in order to advance our lives; the creator is the worker who does things; and he can create best in his chosen field. If vocational education permits a person to train in his chosen field, there will be a job for him. He or some one else will create it; but if we measure vocational

training needs only in terms of the labor market in a given vocation then the number of workers and the market will be out of balance."

Professor Lowrey declares:

"Schools and colleges might well give less attention to competing with each other and more attention to supplementing each other. Especially in fields of vocational training. Sometimes investment in equipment and personnel sufficient for effective training in a given vocation necessarily provides training facilities which will turn out more workers than are needed in the area normally served by the school making the investment. In such cases, school officials might well look into placement and training conditions over a wide area before making the investment. Training course should be correlated with a placement service to supply skilled workers over an area large enough to absorb the annual supply. Other schools in the area served should then stay out of the field and should make their investments to train in some other field—some field in which training facilities are not adequate."

Dean Bradley states:

"I am in agreement with the position that vocational education is often used as a subterfuge. The heavy investment in apparatus for such training is, in my opinion, not justified in the long run. If the community needs printers, it surely ought to be possible for the school and the printing shop to work out together some plan whereby pupils could be trained for a few hours a week in the printing shop, in accordance with the diversified occupations program administered by the Office of Education and now in use in a number of our larger communities. This plan is not a cure-all, but it will certainly contribute to the solution of this problem in the future."

Dean Carr suggests:

"I believe regional schools for training should be afforded those who need special and specific training. It occurs to me that the cost of equipment makes such training prohibitive in every high school. There are certain things that can be done in each school. Some can specialize in farming and home economics. Others may specialize in printing or mechanics. This would, however, require the transportation of the student to the school of his choice."

Professor Brown makes the following statement:

"The central problem of vocational training, both from the viewpoint of the individual's pressing need to find a sure foothold in the economy and from that of providing the greatest internal stability and external security for the commonwealth, is the problem of equipping youth with particular skills in approximate proportion with the demands for these skills in productive enterprise. The problem will find its most satisfactory

solution where the task of providing this training is turned over to those that are most likely to know what the demands for various skills are and that have the most direct interest in seeing that the demands are met. Vocational training is the proper function of the producing units that have need of trained workers. That the task was ever relinqushed by business and assumed by the public school system is traceable primarily to three factors. (1) The rise of large-scale, mechanized industry destroyed the value of many existing skills. This change seems to have led many, for a time at least, to suppose that it was no longer necessary to provide formal training for industrial tasks, beyond, of course, that furnished to a small number of highly selected men by schools of engineering. (2) Some managers of enterprise doubtless felt that business could save money by having such vocational training as was required furnished at public expense. (3) Members of the teaching profession, being concerned to keep as many students as possible enrolled in the schools, have felt it desirable to hold them there by offering vocational courses when they showed no stomach for the traditional liberal subjects.

"Today neither the schools nor the business units that employ their graduates are well satisfied with the existing arrangement. The schools are not in position to know with any exactness what the demands for particular skills are, and would find it difficult to turn out the product in the proper proportions even if they did know the demands. Many of the shortcomings of the present program could be remedied by turning over technical training to the industries concerned. In some instances a re-establishment of the apprentice system with appropriate modifications is indicated. Where units of industry are large, it is entirely feasible for companies to establish their own trade schools, as some have already done. In industries where units are small the trade association might be called into play.

"Changes in this direction would permit the public school system to devote itself more largely to teaching the sciences that underlie technical processes and the great arts that make human association stable and satisfying."

Dr. Williams answers briefly:

"Possibly by coöperative methods such as are practiced by the University of Cincinnati."

Supervisor Paul Eddy, of the Florida State Department, expresses himself more confidently, and believes his state is already doing something with this problem:

"Florida is continuing to expand its high school training for a specific job. The director of trade and industrial education appoints a coördinator for a given territory, in which arrangements are made with parents, em-

ployers, and school officials for certain pupils to work part time in school and part time on a job. The employer pays very little or no salary, but gives the pupil broad job training. A job analysis sheet is prepared for the school and related activity is correlated in regular school subject matter. The program is for high school juniors and seniors, and in most instances these graduates are prepared for a specific job when they leave school.

"The needs for national defense and a heavy expansion of aviation facilities in Florida have stimulated this state to an important revision of its high school mathematics and science curricula this fall. Materials have been available to provide each boy (and girls may also be included) with an understanding of the underlying principles of mathematics and science employed in the manufacture and use of the common tools, metal-working machines, engines, aeronautics, radio, and photography. These are considered the vital fields in national defense whether applied to industry or to the armed forces. *Book One*, entitled *General Mechanics*, has already been issued to the senior high schools, and other books on engines, aeronautics, radio and photography will follow very shortly.

"The books in this series are intended for use by the individual pupil as well as the teacher. The series is supplementary to the adopted textbooks. It may be correlated with present courses, used as the basis for the integration of mathematics and science by two or more teachers, or become the basal text in a separate course which may be called elementary technology, industrial science, applied mathematics, or applied science. Use of this material in the schools is already stimulating such progressive activities as school clubs built around special interest fields, such as engines, aeronautics, radio, or photography. It encourages the seeking of aid of people in the community to assist the class or the school club. Teachers will soon be provided a syllabus which will give subject-matter applications in these particular fields in a chapter-by-chapter treatment of each of the mathematics texts from arithmetic through trigonometry and in physics and chemistry.

"It has been found that about the only boys and girls who go beyond Algebra I in mathematics or who take either physics or chemistry are those who are preparing for college. This material was planned to give the boys who are not going to college practical training in mathematics and science so that they will be able to apply it to the situations in which they may be employed immediately after leaving high school. It is intended to prepare these boys for entrance into apprentice training schools or ground schools, many of which are now being planned in Florida by the government."

Superintendent Shaw suggests:

"I agree with the sentiment expressed in the first part of this question. The vocational courses in the high schools have been too general, and have

failed to train boys and girls to do any specific job well. It is also true that in many schools students take the vocational courses as 'crips,' or as just another unit in order to get a high school diploma.

"In answer to the second part of this question, I would suggest that we eliminate the attempts to set up vocational courses in all the high schools or in a state or section. There should be regional vocational schools, or district vocational schools, where young people could receive specific training in a certain area to fill the number of jobs in this vocation. All of this will take national and state planning and coördination in order to eliminate worthless duplication."

Dean Crutsinger is less specific, but quite emphatic:

"In considering this general theme it seems to me essential that no distinction be made between national security and individual security. To put it another way, it is not possible in a democracy to provide for national security without at the same time arranging plans for the security of individual citizens—political security, economic security, and social security. I do not imply the possibility of absolute equality in any of these areas. A secure nation made up of insecure citizens is unthinkable. If recent developments in Europe teach us anything, they teach us that a condition of economic and social insecurity among the masses of citizens leads to dictatorship. Citizens of several countries have traded their birthright of political freedom for a mess of pottage.

"There is no social institution in America more potentially powerful toward establishing stable democratic citizenship than is our system of education, public and private. But in my humble judgment its potentialities have not nearly been realized. Our educational programs have not been well adapted to meet the capacities and needs of the majority of our citizens. My proposal is that a carefully planned program of training (education if you please) for more than half of our young people that would prepare them to do successfully some sort of needed work, and thereby place them in a position of economic independence, would make a major contribution toward national security. Such a program need not be antagonistic to, but would supplement and improve, the traditional liberal education. There is no excuse for controversy between liberal educators and vocational educations; for each has in mind a different set of young people, or the same set of young people at different stages of growth. Furthermore, the present national emergency has thrown into bold relief the shortage of skilled workers that faces America.

"Let me suggest that training for strictly vocational purposes naturally belongs, in most lines, to the post-high-school level. There seems to be a period in the development of individuals when they reach what may be called vocational readiness. Evidence seems to indicate that this vocational readiness corresponds to what the psychologists call reading readiness

in young children. It is known that an effort to teach a child to read before he attains reading readiness is not only useless, but may be positively injurious. I believe that a comparable situation exists, at least in some degree, with respect to teaching vocations for practical purposes.

"If this is all true, there seems to be an additional job laid out for institutions which operate at the college level. This job would not detract in any way from what has come to be the traditional college program, but would merely be an addition to it. If it is successfully done it might well mean a body of citizens trained to do the kind of things they are by nature adapted to do, and things for which there is a demand in the country's industry and business. Such trained citizens would have at least a much better chance of becoming economically self-supporting—a prime necessity for an efficient citizen in a democratic social order. To my mind there is nothing in such a program which would eliminate a large amount of the cultural element in the education of these people."

President Green describes an attempt made by a liberal arts college to achieve desirable vocational education:

"A new understanding of the function of the liberal arts college makes it an instrument for vocational service. Surely when the problems of national defense and security loom so large, the cultural bases of education must prove their value to a utilitarian civilization. It may be that the companionship of the cultural with the utilitarian will prove mutually profitable. A classical education has proverbially been intended to prepare its graduates for a cultural life. Accusers have claimed it had little concern for the occupational activities of its graduates, few avenues being open to the graduate of the liberal arts college, unless further specialized study follows graduation.

"Admitting and emphasizing the value of a liberal arts background for any business or professional activity, and at the same time sensing an occupational responsibility, the liberal arts college for women might very well provide special courses dependent upon the liberal arts background. Coker, for example, is offering this year for the first time a course in business administration and secretarial science. No academic credit will be allowed for the secretarial courses. Students registering in this field will major in English, or some other subject approved by the registrar, provided the total course schedule carries extra work in English.

"All basic requirements for the Bachelor of Arts degree will be imposed, and the courses in secretarial science will be taken as extracurricular work. The student will be watched carefully by an adviser to see that her load is not too heavy, and that she maintains a proper balance between the academic work and the extracurricular studies. These special courses will be offered with no additional cost to regularly registered students, beyond a laboratory fee similar to the fees charged in laboratory sciences.

"Such a student graduating with a Bachelor of Arts degree in her chosen major, having also completed the prescribed secretarial work, will be awarded in addition to her degree a certificate in secretarial science. No recognition will be given the student who does not complete the work for her degree. It is believed that this will provide highly trained secretaries, who with the basic liberal arts work will be thoroughly equipped to enter productive occupations, and maintain a prestige now accorded almost exclusively to the professions.

"What will be true in the field of business administration will be largely true also in social service, laboratory technique, medical secretaryships, home demonstration and related home economics fields, applied fine arts, including both music and painting, and other courses that might be suggested. The justification of such a scheme is that it makes a large and undisputed place for the liberal arts background. This cannot be escaped; and after its contribution is clear, the student will not want to avoid it. Thus the liberal arts curriculum remains, while its new companions of a less academic nature serve to implement its sphere of service to society."

5. *Are there certain subjects such as the fundamental knowledges and skills of home economics and industrial arts (specifically, the use of ordinary tools and the manipulation of common materials) that should be taught to all students, or all girls, or all boys, as a part of general education, without compelling schools to organize such courses into "units," and substitute them for other subjects?*

President Humphrey writes:

"I believe that there are certain subjects that should be taught to all students as a part of their general education, which subjects would give them a knowledge of certain skills that are now set up as courses. I do not believe that these skills ought to be substituted for subjects that should be a part of the general education of every person."

Professor Lowrey answers briefly:

"Keeping simple household accounts, household budgeting and buying, and elementary principles of diet and design should be taught to all girls."

Dean Bradley states:

"There are certain subjects such as the fundamental knowledges and skills of home economics and industrial arts (specifically the use of ordinary tools and the manipulation of common materials) that might well be taught, some to all students, some to all girls, and some to all boys, as a part of general education without compelling schools to organize such courses into units and substitute them for other subjects. The period spent by each pupil in one of these courses would vary materially. Some girls already know how to 'ready up' a room, to serve a meal, and even to plant and hoe a garden. There are many boys who even at the age of ten know

how to handle a saw, hammer, square, spirits level, and even a mitre box. These skills are readily learned and if properly handled are sure to form a real diversion for high school boys and girls, provided they do not already possess such skills."

Dean Carr states his opinions:

"I believe every student should learn to do something with his hands in excellent fashion. I doubt that all students should be taught the fundamentals of home economics or manual arts. I do not see why a student must have 'units' for everything he does. He should be allowed to do some things because he likes them. Participation in athletics does not always require 'units.' I believe there needs to be a new emphasis on the fact that certain courses should be taken in order to learn something rather than to simply secure credits."

Dr. Jobe comments:

"The core curriculum of the elementary and secondary schools should provide opportunity for the development of the skills and techniques basic to household economics and industrial arts."

Dean Williams says, "No," without comment.

Superintendent Shaw answers:

"I believe there are certain fundamental knowledges and skills in home economics and industrial arts and many other subjects which should be the general information and tools of every child. In other words, I believe that we are going to find ourselves faced with the necessity of more general education for every child, rather than with too much specific 'unit education' for all of the children."

Dean Eyman states:

"It seems to me that this nation has not been sufficiently interested in the teaching of crafts and must in the future greatly increase emphasis upon crafts teaching in the elementary and the secondary schools in order to produce a people who are capable and trained to work with their hands. When a national crisis comes, this emphasis will be one of the things necessary for a people in order to be stable. Naturally they must be trained to interpret issues of their time, but certainly there is no fundamental thing more important to a strong and secure nation than to have it trained to work with its hands with the necessary skills to do the things that need to be done."

President Cavness writes:

"Being connected with the field of private education, and operating an institution that is essentially a boarding school, the writer will be catalogued as one prejudiced adversely to the program of individual and social security, but the very nature of the work of operating a private boarding school brings home to us the fact that many of the things which are being

organized in the courses and which carry 'units of credit' are matters of such common and homely interests that they should be taken care of, and can be taken care of, in the home or outside of classroom hours. Where youngsters are associated with their instructors twenty-four hours of each day, as they are in the private school, the younger generation learns a great deal about handling carpenter's tools, constructing model airplanes, repairing automobile engines, and even about making beds and dusting the furniture, etc., all without a fraction of unit's credit toward graduation.

"It is our contention that we had better stick more closely to the fundamentals of English, mathematics, history, science, and the languages, interspersing on regular schedule religious teachings, and encouraging by the example of our presence in worship of God, thus showing the way to our boys and girls for the development of rugged Christian character rooted in religious convictions.

"In this way, our schools can well be proud of imparting a greater portion of the treasures of the world's accumulated knowledge to our young people, and at the same time have them strong enough to withstand even a six months' or two years' period of agony which may be involved in 'landing a job.' After all, the spirit of adventure which we find in lack of security may be worth more than some of our present day security!"

6. *Is there any way by which federal aid to education, instead of directly subsidizing schools now provided by the states and local communities, could be used to supplement and coördinate the various existing educational agencies, with the idea of providing practical vocational education and practical placement of young people in jobs?*

President Humphrey answers:

"I believe that there is a way for the Federal Government to help in the placement of young people in jobs. I do not advocate, however, the discontinuance of the Federal subsidizing of schools as is now practiced."

[The question was not meant to imply the discontinuance of subsidies now existing—EDITOR.]

President Richmond comments at some length:

"The subject, 'Unifying Education for National and Individual Security,' is most timely. Quite appropriately, it is the theme of many editorials, magazine articles, and addresses of this particular period, addresses—and many good ones—by laymen as well as by school men. In this period of world-wide upheaval, the thoughtful people of our democracy are recognizing, as never before, the power of education. Hitler and Mussolini have done much to reveal that power to them. Americans are wondering if a *free* and *honest* program of education in a democracy can be made as effective for its interests as regimented education has proven for the totalitarian states.

"The present crisis has shown the strength of American education, even as it has discovered its weaknesses. Its strength is its freedom, its availability

to all our people; its weaknesses, the inequalities of its support and the inadequacy of the right kind of vocational training. Since most great reforms grow out of the distress of society, it is to be hoped that the present crisis will strengthen the purpose of the American people to extend more generous and intelligent support to the schools of the land, and in bestowing this support require our school systems to strengthen and broaden our educational processes.

"Man does not live by bread alone. The humanities with their cultural enrichment must never be neglected. Music, art, literature, philosophy and ethics must continue to be the cornerstones of our educational programs; but man cannot live *without* bread, which makes it imperative that the schools increasingly emphasize the practical and material phases of education.

"The trouble with our vocational education program of today is that the subsidies granted by the federal and state governments give aid to them that have and do not give it to those that have not and are in no condition to secure it. The policy of our federal government in matching funds is undemocratic, and will never reach down to aid those sections of America whose economic inability makes it impossible for them to match these funds. It is true that certain temporary agencies of the government have done something to correct this unfortunate situation, but not much. I believe in a sound program of real vocational education. I believe in it so much that I want all of our school systems to have the opportunity to include it in their programs. The present vocational policy of the federal government makes this impossible.

"I have given much time and thought to federal aid to education. For too long has the federal government evaded its responsibility in this matter; but in discussing federal aid before various committees in Congress and with many Senators, Congressmen, and civic leaders, I have been confronted with the argument that federal aid to education means federal control. I must confess that my knowledge of the functioning of vocational education agencies of the federal government, knowledge gained as a former State Superintendent of Kentucky and later as a college president, make it difficulty for me to answer this argument. There is distinct evidence of benevolent autocracy in the agencies of vocational education. They conduct themselves as though apart and aloof from the program of general education. It is only fair, however, to say that these autocratic practices, in the main, are not the choice of vocational directors, supervisors, and teachers, but result rather from narrow and arbitrary federal statutes. Usually, vocational teachers are paid more than other teachers of equal training, quite frequently paid more than the superintendents under whom they work. These vocational teachers are prevented from rendering any service outside of their specific fields, unless they are paid additional money

for it. Such a policy draws a definite line between them and their associates in the field of general education and, may I add, is essentially undemocratic.

"Let us have more and better vocational education, and make it possible for all our boys and girls who desire to do so to avail themselves of its advantages. If and when all our governmental agencies, local, state, and national, will coöperate financially in underwriting an adequate program of public education, *all* essential types of education will be available to *all* our people. Federal aid to education must come, because it is right that it should come. Our nation is drafting our youth to train them against the threatening perils of war; let that same nation carry its part of the financial burden of educating them for the even greater responsibilities of peace.

"Much has been said, pro and con, about the efficacy of our schools. In my judgment, they have rendered good account of their stewardship; and, permitted to do so by the public whom they serve, they stand ready to meet every legitimate demand that democracy may make upon them. They are permitted to advance only as fast as the public will let them advance, and many of their weaknesses are not to be charged to school leadership but to an indifferent public that all too frequently fails to respond to that leadership."

Professor Lowrey answers:

"Government aid in co-ordinating the vocational training programs of wide areas and a Government conducted placement service for all coöperating schools might prove very valuable."

Dean Bradley writes:

"In question 3 (b) above I discussed the necessity for exploring the needs of the community for services. Federal aid might be used to make this investigation. In other words, the Federal aid might be used to inform school administrations and pupils alike what prospects for employment there are in the community. This would be a valuable service, welcome both to the schools and to the young people of the nation."

Professor Whelan makes the following suggestions:

"The present expansion of military training involved in national conscription will have definite effects on the home and the school as well as upon other social institutions. The schools are now, more than ever, faced with the obligation of making the democratic way of living understood and appreciated. This particular aim of American education is accepted as one of paramount importance in the American educational system. This objective must, under the stress of changes that the next few years will bring about, receive even greater emphasis if our present school population is to survive the turmoil of change that external pressures are throwing upon us. More than ever, our students must realize that the individual forms an important unit of these United States and that the government

exists for the sake of the individual and not the individual for the state. Such emphasis will require teachers who are thoroughly convinced that the democratic way is the ideal way of life.

"Military expansion will influence the curriculum of the schools to the extent that there will be a demand for specialized and vocational work for the purpose of supplying the demands of industry and commerce to fill civil positions vacated by men who have been drafted or other positions created in the great industrial expansion. This work *can* be done through the schools. There is no need at the present time to inaugurate a federal institution parallel to the school systems of the country and thus create endless confusion and duplication of effort.

"Quite generally the civil coöperation with the military expansion is through the established channels of industry and commerce. There is no reason why the same coöperation cannot be had with the established school systems. For many years the federal government has been interested in the work of education. A review of its many and varied efforts will make it clear that the more closely the federal government coöperated with the existing educational organizations the more effective were the results.

"Vocational work has not received major emphasis in the greater number of American schools. Such schools usually present the argument that specialized vocational work is properly given in an apprenticeship to industry and that the school has other and much more pressing cultural obligations to the student. In a national emergency, however, all realize that every agency must readjust itself to the conditions of emergency. Schools handle the work of placement in a half-hearted manner, if at all. This is readily understood in the understaffed and overcrowded school. Surely the school or some other social agency should be responsible for the placement of students. With a little help the school or some of the established social agencies could expand their facilities and thus render these services without useless duplication of effort in an independent national organization.

"The administration of the schools is far from being perfect. The work of education, however, is unique; the personnel must have definite abilities as well as specialized training. If we should try to improve the administration by establishing federal supplementary institutions, such institutions would have to be staffed by people of experience. This policy would work toward the breaking down of an educational system that only recently is reaching maturity. Help in making the administration of the schools more efficient would certainly be much more effective than establishing another rival and competitive system."

Dean Carr answers:

"Yes, I think the federal government should set up in certain sections particular types of vocational training which would supplement our schools and coöperate with them. This seems very practical to me."

Dean Williams states:

"I am not prepared to answer this question. It seems that the CCC and the NYA could be used for this purpose. If this is the case, I see no need for other agencies. We have too many organizations already."

Superintendent Shaw writes:

"Throughout the states recently state employment bureaus have been set up. To date there is practically no coördination between these agencies and the schools with reference to placing students into active employment. I firmly believe that all federal aid to education should be spent through the channels of the State Department of Education, and through the local districts and boards."

7. *General Comment.*

Professor Lowrey, after addressing himself to the specific questions asked, concluded his contribution with this general observation:

"And now one other word about educating for national security. A nation which bases its economic system on iron, coal, and petroleum is living beyond its income and spending its capital. The nation is even more spendthrift if it consumes its forests faster than it replaces them, and if it allows its soil to be depleted by unscientific farming and by erosion. Permanent national security, we have come to recognize, requires scientific soil and forest protection and reclamation. We should also recognize that when we use agricultural products as substitutes for mined products we are living on income instead of on capital. Alcohol or some other agricultural product burned instead of gasoline, plastics used instead of metal, point the way to perpetuation of national security. Colleges and universities have a responsibility here as they train our leaders and research workers."

Miss Clifford, teacher of English in the Kinkaid School, Houston, addresses herself also to the general question:

"In this day of Communism, Fascism, Nazism, and many other 'isms,' there is a real need for genuine Americanism. In our schools we must increase our efforts to teach and practice democracy. There is abroad today a criticism that our schools are autocratic instead of democratic—teachers are dictatorial, curricula are inflexible, faculties are chosen through pull rather than ability. In the public high schools we must refute with actual evidence the criticism that high schools in the wealthier parts of town offer better housing conditions, better equipment, better teaching staffs. There must be a stricter enforcement of the zoning laws for the pupil attendance at certain schools. Private schools face the criticism of snobbishness and lack of efficiency. It is their job to maintain a high scholastic level that will convince the public that these institutions have a definite place in American life.

"In America there has been a trend toward American culture—American music and composers, American art and architecture, American biography. Our publishing houses have shifted the center of American literary achievement from Paris to New York.

"Have the schools kept pace with this trend? How many English students are familiar with the 'Speech on Conciliation' but have never heard of 'The Federalist'? In the study of history, how many students have developed any appreciation for the struggles and foresight which made these present day conditions possible? Do students of economics appreciate the great good fortune that made so many resources available, a climate so equable, a land so fertile? Have these students developed any sense of responsibility for gifts accepted?

"Democracy should be a working part of school life. Who is chosen May queen in your school? What attitude has been taken toward sororities and fraternities? What powers (direct or indirect) do clubs wield? How is democracy faring outside the school room?

"The attitude in professional organizations and in classrooms needs investigation. There should be free and general discussion of all questions. The teaching profession can be held responsible for providing or for failing to provide a rich background. Schools are an invaluable channel for developing an enthusiastic and informed citizenry.

"Our schools must be unified in physical equipment, in curriculum, in extracurricular activities, and in the teaching staff, to preserve and advance the valuable things which we have in America. A unification of purpose in all departments could promote a democratic way of life and increase individual and national security."

Dean Collier, of State Teachers College, Florence, Alabama, continues in a similar vein, stressing the need of united planning:

"The American people are thoroughly awake to the need of the nation for strong military defense. Preparation for stronger and ever stronger defenses gains increasing momentum day by day.

"There is a growing realization that there is need for many other kinds of defense. Democracy itself cannot be defended by armies and navies alone. In fact, military discipline as a way of living may not be conducive to the discipline that is characteristic of the highest form of democracy as a way of life. We must not think that compulsory military training, urgent as it is in the present world crisis, is for the purpose of defending the intangible ideals of our democratic way of living. Our homes and factories may be relatively safe from the bombs or guns of the enemy, but our political and social ideals may not be so secure. Democracy, more than any other form of organized society, finds war to be a destructive enemy even though there is no physical invasion of the enemy.

"The responsibility placed upon all school groups is tremendous and immediate. The schools and colleges have the duty to bring not only the youth but the adult citizenship to a better understanding of and appreciation for democracy and its meaning for us—why it is worth fighting for and sacrificing for and worthy of our efforts to improve it.

"The defense of our ideals can be attempted by our schools, but there needs to be national unity in the planning, the methods, and the aims, not only by the schools but by all groups that can contribute their assistance. Until this is done, American democracy cannot be defended as it should be. Federal assistance for education is needed now more than ever before in the preservation of our way of living."

Dean Doak Campbell, of Peabody, emphasizes the importance of giving attention to attitudes:

"There are many points at which education must be improved if the demands of national and individual security are to be met. All aspects of vocational education must be more closely related to employment. Many of our highly formalized practices both in teaching and administration will have to be modified. In many institutions such disturbance of academic regimen will be difficult but not impossible.

"In my opinion, however, there is another more important but less spectacular problem. Our national security will be determined ultimately by the attitudes of this generation of school children with respect to those things which affect the common good. There may be endless debates as to the nature of the process of developing these attitudes, or even whether they can be developed at all in the schools. But there can be but little question as to the necessity of developing them in some manner if our defenses are to be adequate.

"Many of the educational movements in recent years have had as a major purpose the development of wholesome attitudes that tend to make for the solidarity of our people. Naturally, new proposals in education must suffer the results of misguided enthusiasm. Ill-conceived reforms appear on every hand. Educational nostrums of all sorts are promoted with evangelistic fervor, and there are always teachers and administrators who accept them uncritically.

"Despite the ineffectiveness of much that has been tried there have been some consistent gains. It would seem, therefore, that we should redouble our efforts to appraise any so-called new procedure that shows any promise of improving the means of achieving those fundamental purposes of the schools upon which most of us can easily agree.

"The Southern Association has been sponsoring for four years an experiment in thirty-three selected schools, for the purpose of developing more effective means of providing for those things most essential to the national

security. We should evaluate the results of this work carefully, and in so far as the results seem valid, we should facilitate their use in other schools."

Father Dagneau, of Marist College High, Atlanta, advises watchful waiting before the Association commits itself too definitely on the questions discussed:

"At the present time this country is going through a social revolution. We have every reason to thank God that there has been a peaceful transition from one fast moving epoch to another. We have been spared war and bloodshed and famine and disaster. The roots of American institutions are planted deeply in a free soil, and all the shaking and agitating so far have not been able to uproot them or strip them of their virility.

"This is a fast moving age. The Southern Association must quicken its pace to keep up with the new, and at the same time be slow in casting aside the old. The Southern Association has made a good job of what it set out to do. My memory goes back thirty years to the days of the mud roads, when schools were scarce and transportation was nil. I have seen the growth of primary and secondary schools by leaps and bounds, in both Louisiana and Georgia during that time. The Southern Association has helped, encouraged, and inspired the efforts that have borne such fruitful results. Its members have understood our sectional problems, our difference in ideals, and our scarcity of resources. And yet, within a few decades, illiteracy has practically gone, and our standards are examined and adopted by other regional accrediting associations.

"Now we have come to a crisis in American life. There is vast unemployment. We have government agencies. There is the CCC, the NYA, and now conscription. The question is—are we to handle the educational part of this, or are we to leave that problem where it belongs? There is no doubt that the Southern Association will aid, encourage, give of its experience, equipment, and personnel when needed and when requested. But I would advise the Association to use extreme caution. We may put our foot into a situation and not be able to draw it out again. We might be absorbed by the infant that we seek to nourish.

"The Southern States have always had that subtle sense of democracy. We are conservative and not easily stampeded. For example, we have not allowed our enthusiasm to get the better of our judgment when dealing with the evaluative criteria. We have not junked our simplified, effective, and long-trial standards for technical, vague, and super-complicated compilations of interesting data. We have only one philosophy in the South, and that is the pursuit of liberty and happiness without interference from without.

"When the present situation calms down, when the government and industry begin to give employment, then we can educate the youth to his job and station in life. Is it possible that we are educating so fast that the

other economic and social institutions cannot keep pace with us? Must we also procure the job when our task is done? I think that we must go most carefully. Let us look and judge and sift out of a turbulent world whatever will enhance our American traditions. Let us be an 'outsider' for a time at least, and wait for a rift in the clouds before committing ourselves to the irretrievable.

"Let us continue the half century of constructive, recollected, and well-deliberated work that we have so efficiently done."

President Spright Dowell, of Mercer, finds the basis of national security in a spiritual philosophy safeguarding personal and intellectual liberty:

"National honor and national defense which give content and motive to patriotism underlie national and personal security. The development of an intelligent and healthy pride in one's country, a high sense of honor, and the spirit of loyalty that generates and sustains morale are dependable bases of security for the individual and for society.

"The educative process, which begins with the individual and permeates the group, exhibits many phases, has a variety of angles and methods of approach, and comprehends the whole of the life career enterprise, including human rights, relationships, and responsibilities. The school is the approved agency which society has set up for the more formal education of the individual, both in learning and in living. It is founded upon the theory that every individual has the divine, inalienable, indefeasible right to rise to the level of his maximum potentialities of growth, development, and achievement and that it is the function of education to provide for and to promote this free rise.

"The blackout of higher education abroad and the fixation and control of lower education as a preferential medium of propaganda and regimentation by the fomenters of strife in their lust for power create fresh demand here in democratic America for the popular sanction and support of an adequate philosophy of education, together with the provision of the facilities and the program of public education properly designed and wisely used for individual growth and development and for corresponding growth and development of society.

"In essence such a philosophy must be spiritual, with personal liberty and intellectual freedom as vital constituents. Under such tuition those elemental principles of thought, feeling, and action that have universal validity and should have perpetual contemporaneousness will find embodiment and expression in human life and in human affairs, that is, in the lives and in the institutions of men.

"The near tragic assault on democracy and civilization which broke loose with such fury a quarter of a century ago and which has burst forth again with such indescribable rage make the issue for America one of life or death. Every resource must be requisitioned and every facility must be

utilized to save education and democracy and all that they connote for individual and human welfare.

"The only enduring freedom resides in man's resourcefulness, his knowledge, his power to think and to decide, his skill to perform, and his fidelity to a truly democratic interpretation of life. Such freedom can be realized only through the achievement of the knowledge which is power, the skills which are socially useful, and the attitudes and ideals which are altruistic and unselfish.

"Spirit and motive are fundamentals in any program, no matter how diversified or comprehensive, divergent or complex, for unifying education and for the sublimation of society. God alone is the only sure foundation of faith and of motive. He only can provide the great integrating principle that should find embodiment in the total life of mankind. To the reality and practicality of that preachment we may well turn for renewed strength and guidance and for national and personal security."

Dr. James E. Hillman, of the North Carolina State Department, stresses a similar philosophy:

"It is taken for granted through the very title of the subject that education may contribute to national and individual security. The subject implies that there is now a lack of unity, and it postulates that through unification education would be made more effective in contributing toward national and individual security. The questions asked in the August issue of the QUARTERLY are not only pertinent, but they also indicate areas in which unity of thought and action is needed. But no doubt comments will be made on each of these questions by one or more individuals participating in this open forum. With the feeling that sufficient light will be shed upon those timely questions, I prefer to make an observation which I believe to be apropos to the general theme but is not suggested by the questions.

"The subject about which we are editorializing is 'Unifying Education for National and Individual Security.' I have a profound conviction that national and individual security will be possible and permanent only when *collectively* we as a people fervently believe in our democratic form of government, and as *individuals* we are motivated and actuated by Christian ideals and principles. Education on the secondary, college, and university levels must be concerned with a realization of these goals. We should not be afraid of indoctrination on these two points. I would even venture to suggest that we be so undemocratic as not to permit the democratic tenet of freedom of speech to blind us to the importance of our form of government and the Christian way of life.

"Some presumably scientific investigations and inquiries reveal that as we increase our knowledge, and as our education is prolonged, we grow more radical in our views about our form of government and we become

more skeptical of the efficacy of Christianity and of the importance of the Church. Should not the reverse be true? I believe a reversal of this trend is necessary if there is to be a reasonable guarantee of our national and individual security. I submit that this enduring security is to be found only through a functional democracy, and through a living, dynamic Christianity. The supreme need is unity of thought and action in these two areas."

Dean Hoke speaks of the possible and hoped-for contributions of the Southern Association Study to national and individual security:

"From its organization in 1895, the Southern Association of Colleges and Secondary Schools has been concerned with education in both colleges and secondary schools. These institutions have many interests in common; in many ways they can serve Southern education by working coöperatively and with common purpose.

"The Southern Association Study deals with conditions and objectives which are of mutual interest to both school and college. The success of the high school graduate who goes to college is a concern of both college and high school. Unity of purpose, understanding, and effort on the part of these two institutions are, therefore, an important consideration for the security of the individuals who attend them.

"For participation in this Study, schools have been selected in which there are skillful teachers with sound scholarship in subject matter and with keen understanding of the capacities and interest of boys and girls. These schools have been given the freedom to undertake work of an exploratory nature which is designed to improve their instruction.

"The purpose of the Study is to teach adolescent youths to have an understanding of the knowledge and skills which they are taught. The youth is given an opportunity to understand what he learns by having a part in the development of his learning. He is being taught the usual amount of subject matter and, it is maintained, he is being taught to have a greater understanding of it and of its relationships to his conduct and his interests. Through such understanding, the subject matter he learns, the school in which he works, and the community in which he lives takes on greater significance to him. He sees more clearly his place in his social surroundings. As a result of this type of learning, the pupil acquires power to analyze, ability to see an understanding through, and capacity to work with others.

"If our adolescent youth are taught to be discerning in what they learn and do, if they are taught to understand the social order in which they live, if they are taught to see their place in this social order, and if they are taught how to work with other people, there should come ultimately unity of purpose and understanding among groups which will contribute to

national and individual security. Without such unity, group is too often pitted against group, individual against individual; progress is retarded, and insecurity prevails."

Professor A. M. Jarman, of the University of Virginia, discusses the problem of teaching loyalty as a means of national defense:

"American education today tends to lean heavily on reason and insight and to regard as 'out of style' any aspect of education which implies drill, conditioning, or indoctrination. Granting the superiority of the modern approach to education over the traditional emphasis on drill and habit fixation, educational institutions still may profitably raise a question as to whether a purely rationalized patriotism may be too thin and unstable for national security. I would strongly oppose the cultivation of blind obedience to state leaders, or the submerging of the individual's personality into that of the state, as is done in totalitarian countries. On the other hand, I believe that national security requires a more definite indoctrination in national loyalty.

"We can teach the value of free speech and a free press in a democracy, but we can also teach that it is a despicable act on the part of any citizen to take advantage of such privileges to advocate the overthrow or control of our government by a foreign power. We can teach the value of criticism and discussion of vital economic, political, and social issues, but at the same time we can teach that there is a great difference between issues related to our national affairs and 'isms' sponsored by foreign powers, though certain issues may be common to both. We can teach the importance of international friendship and good will, and still cultivate a keen sense of national loyalty. We need not glorify war, but we can teach that national security demands that the loyalty of its citizens be such as to impel them to make any sacrifice necessary for the preservation of the nation. One may wonder if the citizenship program of any country has been adequate when individuals and groups can openly declare their determination not to fight in any war, even in defense of the nation, and still retain the respect of their fellow citizens.

"Indoctrination in national loyalty does not preclude the use of reason in our relationships to our country. On the contrary, there should be a rational basis, in so far as possible, for our national ideals. We need not give up our rational approach to education and we *do* need to hold fast to our democratic rights and privileges, but the sense of national loyalty should be so definitely fixed in our young citizens as to make allegiance to a foreign power, or the agencies of foreign powers, well nigh impossible."

President Lloyd, of Maryville College, lists and discusses three unifying factors in our national life that are likely to suffer during the emergency:

"The questions which accompanied the announcement of the forum topic in the SOUTHERN ASSOCIATION QUARTERLY for August touch mainly these two problems: (1) the relationship of government to education, and (2) vocational training and adjustments. It is evident that as the national defense program develops our educational programs will be compelled to deal more and more with these two problems, and will be influenced increasingly by them. Three of the factors important to the unifying of higher education are now in special danger of depreciation and neglect.

"*1. One of these is the liberal arts college.* For several decades American college trends have been toward more specialization, more professional and 'pre-professional' training, more 'methods' courses. Liberal arts college enrollments have increased, not decreased, but on the whole these colleges have become less 'cultural' and often have been asked to defend their claim to a central place in higher education. The national defense program, with its vast enterprise of building armament and its compulsory military service, seems certain to accelerate this trend. The exemptions and deferments provided to college students, and others as well, by the selective training and service law are rather naturally for men in engineering, agriculture, chemistry, medicine—not men in the 'cultural' courses. Inevitably colleges and college students will be influenced by this whole tremendous pressure. In the process the liberal arts will be depreciated and neglected, unless there can be kept alive in our institutions the vision that cultural as well as professional and semi-professional training is necessary to the unifying of education and to national well-being.

"*2. A second factor in danger of depreciation and neglect is the privately controlled institution.* The publicly controlled higher institution began its real rise at the middle of the last century, and during the past generation has multiplied amazingly. Tax-supported institutions have outstripped others even more in building facilties and equipment. Government is taking an increasing part in the financing, and therefore in the control, of education. The national defense program means more and more government activity in all fields. It would be a serious national loss if the importance and independence of the privately controlled college should be submerged under such conditions. The state institution, large and small, is a major factor of our higher education. But it would be an inestimable misfortune if only government controlled colleges were strong. Independent and church colleges did most of the service in our land for two and a half centuries and do half of it now. They will be needed in the future unifying of education.

"*3. There is also new danger that church-related colleges will suffer depreciation and neglect.* They are for the most part liberal arts colleges. They are 'privately controlled.' They are not eligible for any government funds. Their institutional emphasis on religion is outside the direct interests of

government participation in education and of training for national defense. But certainly the church college is an essential part of a unified American educational program. It has been the pioneer in most parts and periods of our country's development. In 1862 there were 180 church colleges and but seventeen state institutions. In 1890 two-thirds of American college students were in church colleges, and one-third are still in more than 700 church related colleges. With their tradition and freedom for religious emphasis, church colleges are especially needed in a day when spiritual values are at a premium."

Professor Roscoe E. Parker summarizes the bases of national and individual security thus:

"Education for national and individual security must be based upon and directed toward the achievement of three objectives: comprehension of the principles and processes of a democratic society, individual competence in vocational and social activities, and a personal disposition to pay for what one wants in life.

"A sound comprehension of the principles and processes of a democratic society demands more than a smattering of information about American history and civics. It demands a reasonable knowledge of the processes which have contributed to the development of the democratic ideal, of the lives of the men who have played conspicuous parts in furthering that ideal, and of the artistic and social contributions it has made to life as we know it. In short, the achievement of our first aim depends upon historical perspective and a working acquaintance with our cultural heritage.

"Individual competence is achieved most readily by the cultivation of vocational and social aptitudes. This cannot be done effectively in a fixed or rigidly patterned curriculum. It can be achieved only by differentiation to fit individual and group concerns and needs. The achievement of this aim depends upon the development of administrative attitudes and instructional procedures different from those which now all too frequently characterize our schools.

"Willingness to pay for what we want in life is essential to both personal and national security, whatever the coin in which we pay. We cannot get someting for nothing. Men do not gather figs from thistles, whether the thistles grow in the classroom, in the field, or in the social order. No sense of security can be developed in education, in vocational and professional life, or in the social order without the expenditure of individual effort. This is not to say that there is any greater virtue in making the process difficult than in making it easy. These are relative terms without significance to those who would achieve a sense of security. It merely means that achievement is generally relative to the expenditure of effort—personal effort, social effort, political effort—and not the result of wishful thinking or of

emotional condemnation of those things which make unpleasant demands upon us.

"If these ends are to be generally achieved, they must become primary objectives in all our educational agencies, whether they be local, state, or federal. Coördination among these agencies is essential, but prescriptive patterns must be avoided. One valuable type of federal aid to education would be the provision, at federal expense, of competent coördinators or educational counsellors to assist all types of educational agencies in working toward a solution of their problems. Assistance is especially needed in curriculum adjustment, teaching procedures, and placement facilities. It should be the function of these coördinators to give the assistance needed without prescribing patterns or procedures. These should be evolved by the separate educational agencies in accordance with their particular needs.

"An adequate number of capable federal coördinators or counsellors could do much to improve our present educational system. They would need, of course, to have a clear conception of our need for general education, of sound vocational practices, and of the attitudes of mind conducive to national unity and personal integrity. They would also need to have the ability to coöperate with parents, officials, teachers, and students in working toward a solution of individual and community problems. Such a corps of workers could provide assistance to those communities now groping, often blindly, toward better educational systems. They could coördinate the educational efforts of military and CCC organizations with those of local and state agencies and with the work of other federal vocational agencies. They could also facilitate the coöperation of the personnel division provided for in the recently enacted military service act with other federal, state, and institutional personnel divisions and employment agencies.

"Some such coöperative attack on educational problems is needed in order that we may arrive at a just balance between general and vocational education. The type of general education essential to intelligent citizenship in a democratic society ought not to be neglected for the sake of a short cut to a job. On the other hand, general education ought not to exclude students from those activities which will enable them to develop vocational and professional competence and confidence. Since this type of education requires time, many students will continue to need the sort of financial assistance now provided by NYA. Since some of our schools are not prepared to give it, they will probably require a federal subsidy before they can provide the type of education essential to national and individual security.

"This type of education, of course, is not dependent upon any single pattern or school program. What Dean Hawkes said in Atlanta concerning preparation for college is probably also true of preparation for national and

individual security. 'It looks as if the capacities and interests of the students are equally important with the pattern of subject matter studied, and apparently the stimulus and initiative which the less conventional approach to secondary school education affords sends on to college students as well, if not better, prepared for college than comparable students who have had the more traditional preparation.' (THE SOUTHERN ASSOCIATION QUARTERLY, IV, 539.)"

Registrar R. F. Thomason summarizes the general thesis of educators the last half-century, to the effect that finding the individual's capacities and training them is the hope of democracy:

"National security cannot be had without individual security, nor can the individual feel secure unless he also has a feeling of security for the nation.

"Today our population is constantly changing. The young man who receives his education in one state may spend all of his adult life in a state far removed from the place of his birth. Therefore, the question of education in its broadest sense is not a local one, but one which concerns the nation as a whole. If we are to enjoy the happiness which a feeling of national and individual security brings, we must give attention to the problem of equalization of opportunities.

"American citizenship is the same, regardless of whether we think of it in Maine or California, Florida or Oregon. Education is a national problem, because only education in its truest sense can bring us national and individual security. With ever-increasing improvements in our ways of transportation and modes of communication, the problems of space and time have been reduced to a minimum, so far as they affect our ways of living.

"To achieve this feeling of national and individual security, it is not necessary that every boy and girl be subjected to one and only one course of study. Individual differences and individual needs must be considered. We must not create a new course of study every time a new thought strikes the horizon. We must, however, have better teachers and better facilities to harness these new thoughts and to direct them to constructive, and not destructive, work.

"There may be too many subjects offered now, vocational or non-vocational, but let us remember those teachers who have made the deepest impressions on the world are not best remembered for the subject they taught, but rather for the way they taught it.

"A united people must be a happy people. Men and women are happy in proportion as they have been trained, either by formal education or by experience. Every citizen must have the opportunity to be educated to the extent of his capacity, for it is in an educated citizenry that the hope of democracy lies."

The final contribution to the forum is the following article contributed by President Murphey R. Hinson, of the Southern Association.

Education for National and Individual Security

By M. R. Hinson
Professor of Education, Florida State College for Women

National defense is on every tongue today. The headlines of every paper keep it ever before us. Almost every public speaker either speaks to the topic or makes some allusion to it. This is a strange theme to citizens of the United States, especially to those of the present generation born since the last great war or so immediately preceding it that they have no recollection of the great world upheaval of 1914-18. Even those of us who recall those years will remember we felt, generally, that we of the United States were fighting, not against any danger to our national security, but altruistically to "make the world safe for democracy." We had rather generally the feeling that democracy was in no great danger, but that in "getting the Kaiser and his whole damn Pottsdam crew" as we so blithely sang, we were removing the last great obstacle to the onward march of democratic ideals. Democracy would certainly soon spread to the uttermost parts of the world, and people of every race, tongue, and color would embrace it and enjoy its benefits "forever after." We had a sort of "Pollyanna" faith that God was in His heaven and all would soon be right with the world.

When the war was over, we celebrated the victory and assumed that the job was done forever. Had we not fought a war to end war? Certainly selfishness and greed had been banished from the face of the earth. No more would the dread "Four Horsemen of the Apocalypse" be loosed upon our world. We soon, however, began to doubt the validity of our hastily drawn conclusions. The ink was scarcely dry on the Versailles Treaty before most of us began to question whether the objectives for which we fought had been realized. Then, after much bickering, we decided to wash our hands of the whole mess and settle down safely between our two great oceans. We would let the world work out its own salvation or damnation, as the case might be—work it out without our assistance and certainly without any responsibility on our part. We either, like Cain, were not our brothers' keepers, or all our brethren were on hither side of our two great oceans. Had not Washington warned us not to become entangled in the affairs of Europe? Had not our own Monroe Doctrine reiterated the same policy? And so we stood in the splendid isolation for twenty years with our ostrich head securely hidden beneath the sand. But the sands of isolation, of neutrality, of propaganda for peace at any price, and of two-ocean security are slowly but surely being blown from above our buried heads by the stern winds of reality. We are being rather rudely awakened to

a realization that our security depends upon other things than isolation, than neutrality, which has proved to be a farce, than peace at any price, or than two-ocean security.

Isolation is not sufficient expiation for our much repented sin of having made the blunder of once sending "our boys" to a foreign strand to be slaughtered for naught, as we have been telling ourselves for two decades. We are slowly but unwillingly, perhaps, beginning to doubt the wisdom of the proposition that if our boys must be slaughtered they must be slaughtered in defense of their own homes and firesides and on the doorstep of those same homes and firesides. Modern warfare is causing this doubt. We begin to realize that when one fights in his own front yard not only does he get slaughtered, but his children, his wife, his father, and his mother face death along with him. We are also beginning to doubt the figures on the width of our oceans. These oceans have rather suddenly shrunk in size, Lindbergh to the contrary notwithstanding. Instead of protective barriers these oceans loom as prospective highways for the battleships and aircraft carriers from a Nazified Europe, if and when the British fleet no longer stands guard, if and when England is no longer able to carry out her obligation to help us enforce the Monroe Doctrine. Perhaps we have forgotten that Britain made a declaration on this subject in advance of the famous doctrine of President Monroe. We are beginning to face the vague realization that our unfortified northern and southern borders are not to be pointed to with such pride when we consider the bare possibility—nay, the grave probability—that the territory behind these borders, in the not far distant future, may fall into the hands of powerful nations hostile to our democratic way of life. The cruel winds of reality have blown enough sand from our buried ostrich eyes that we are being forced to see. The view is not an inviting one, and eyes so long unaccustomed to light do not see clearly what must be done. Whither shall we turn? we ask. What shall we do? Shall we just bury our heads again and hope that a new covering of the same old sand will be sufficient isolation to protect us until the storm shall have blown over? Shall we change our whole philosophy and plunge into the fray and again try to save for mankind, or at least for ourselves, the precious blessings of the democratic ideal that we enjoy to some degree at the present time? Or shall we steer some middle course? We find advocates among us for each of these positions.

It is quite evident that as a nation we do not yet see very clearly what course we must eventually take. If I read the signs aright, however, we are going to keep our heads out of the sand for a time at least, and we are going to try diligently to get our eyes sufficiently accustomed to the light that we can see distinctly what course we should take. God grant us the wisdom to chart the right course, and to see clearly what should be done. God grant us the courage to take the road that wisdom indicates.

We are already sufficiently aroused that our government has appropriated billions of dollars to prepare armed forces to give us *national* security against attack by the armed forces of an outside enemy. We are also setting in motion forces to protect the nation from *internal* "fifth column" aid to any *external* enemy that may threaten our national security. Is there not still a third threat to national security? I think there is—one perhaps more dangerous than either external armed forces or internal "fifth columns." Perhaps there is a "sixth column." I believe there is, and I do not claim any originality for its discovery. I refer to individual and minority-group insecurity and malcontent. Unless we can have some security for the individuals that make up the nation, security for the under-privileged "forgotten man" that makes up the discontented minority groups, then security for the nation is an improbability if not an impossibility. If the masses of people lose confidence in their government and in the prevailing economic and political philosophy of the government, be that philosophy democratic and capitalistic, or totalitarian and communistic, there can be no security or perpetuity for that nation. On the other hand, if a government succeeds in providing security and contentment for its masses, it will have their confidence and their unified support and need have little fear of attack from armed forces from without or from fifth columns assisting them from within.

When the history of the present struggle is finally written, it is my prediction that it will be shown that it was not German armed might and fifth columns that defeated the armies of France and Britain in the great battle of France, but the lack of unity of purpose on the part of the masses of Frenchmen and Englishmen. In fact already we have rather substantial evidence of this lack of unity on the part of the masses of citizens in France as well as among her national leaders. Of course, it can be pointed out that when they were not ready the crucial hour came, but why were they not ready? They had been watching Germany prepare for seven years. I think they were not ready because they were not willing to make the necessary sacrifices to defend governments in which they had too little confidence. If the Americas capitulate, it will be for the same reason.

Dorothy Thompson in one of her columns said, "In times of great trial nations, like individuals, either fly together or fly apart." Individuals either become integrated dynamos of power or have nervous breakdowns. Nations likewise become unified and strong to the point of accomplishing the seemingly impossible or disintegrate and become easy prey for their enemies. Do we the people of the United States have enough economic, social, political, physical, mental, and religious security and unity to give us the moral stamina and the integrated courage to make the necessary sacrifices to guarantee the survival of our social order, or are we, as Hitler and Mussolini imply, just another decadent nation? Will we stint, pay, starve, and die

if necessary, for our ideals, or have we grown too fat, too lazy, too indifferent, too ignorant of our blessings to think them worth the effort? Certainly there are active minorities in our midst who think there is nothing in our social order worth any great sacrifice. I hasten to say that I am not of one of those. I believe that, although our way of life at its present stage of development is far from Utopia, it is still worth working for, fighting for, or even *dying* for. There are so many things worse than death. I have confidence that we are still virile enough to survive this emergency. I believe the democratic way of life is far superior to any other way of life yet developed and tried out by mankind. I believe its potentialities for solving man's social, political, and economic problems are superior to any other theory of government yet conceived by the mind of man. Democracy more nearly approaches, in its possibilities at least, identity with the teachings of that peer of all philosophers of life, Jesus of Nazareth, than any other scheme yet tried or proposed for guaranteeing to nations and individuals those priceless rights of "life, liberty, and the pursuit of happiness."

The implications I have been making are clearly that we need to become actually aware of the dangers that threaten our national and individual security; that in the long run we cannot have the one without the other; that our basic political and social philosophy is democracy; that a time has come when the continued existence of our Democracy is threatened and through its fall national and individual freedom and security, as we have known them, will disappear for us; and that these blessings are worth any sacrifice necessary to save them. I have implied that these blessings can be kept only through the unified efforts of a unified people.

What is the role of education in this struggle for security? As one of the most powerful forces of education, what role will the schools of the nation play in this task? These are the questions that cannot be answered in any detail as yet, especially as regards their role in the present national and international emergency. That the schools will and must play an important role, probably no one in educational circles doubts in the least.

One principle is certainly basic in formulating any plan of action for our schools; namely, that schools are supported by any given social order to perpetuate the tenets of the supporting society, not to destroy them. This is of necessity a major function either in time of national peril or in times of normal peace and progress. In times of national peril, however, much greater emphasis must be placed upon this function. Social solidarity, integration, oneness of purpose, the *we* feeling, by whatever name you may choose to call it, is more vital for a nation in peril than at any other time. The security of any social order depends under all circumstances upon a large degree of social solidarity or integration of the individual citizen and groups of citizens that make up that social order. It is necessary—to put it simply—that we believe alike, feel alike, act alike, and know alike,

to a large degree at least, if we expect to survive either as a socio-political, or an economic entity. That we believe, act, feel and know alike is far more essential in our present emergency than under ordinary conditions. Maintenance of social solidarity, then, is a major task of the school in any program of national security. In the performance of this task all the other educational forces of our nation will assist. The press, the radio, the moving picture, the lecture platform, and the pulpit will lend a helping hand.

There will be many tasks of a differentiative nature also that the school can perform. We can only be alike, act alike, know alike, and do alike up to a certain point. Beyond this point the tasks become diversified. We must have specialists either in time of war or in times of peace. We cannot all know or do what the doctor, the nurse, the engineer, the mechanic, the chemist, and the linguist knows and does. The services of these and many other specialists are necessary to national and individual security. This is, however, more nearly common knowledge, I believe, than it is common knowledge that we must have unity of purpose in order to survive. Be that as it may, the organized educational forces represented by our great school systems will be called upon to help train individuals to do a large number of specialized jobs. Just what these jobs shall be we cannot now predict with accuracy, but leaders in education the nation over are getting ready to expand and improve their training programs for specialists which they are already training and to take on the job of training others for which they do not have courses at present. State departments everywhere are making plans. The National Education Association chose "Education for the Common Defense" as the topic for Education Week this fall. The National Council on Education has gotten out a bulletin entitled "Education and National Defense," in which it points out some of the blunders of educational forces in the last great national emergency, and urges the necessity for coördinated effort between the diverse forces of education and between these forces and governmental agencies. Thus the school people of America are girding themselves for any eventuality that may come, be it peace or war.

Space will not permit of much prognosis as to what some of the specific tasks of the schools will be in a program of national security, but I shall venture to suggest some of the things that seem most essential.

We must develop a love of country; a love of our country beyond what we seem to have achieved at present. By "love of country" I do not mean blind "my-country-right-or-wrong" patriotism, a fanatical America-can-do-no-wrong attitude; but an intelligent understanding and appreciation of the blessings we enjoy, and at what great cost these rare liberties were purchased. We need to raise up a generation that will do more counting of blessings, and less whining—one with more pride and grit and less sel

pity. Our generation has become rather sorry for itself. We are too prone to look backward to "the good old days that never were," as Walter Hines Page so aptly said. Irvin Berlin, the song writer, says that no song will become a hit in the United States that does not have in it some element of self-pity.

This, if true—and there is considerable evidence that it is true—is a sad commentary on the kind of backbone we are developing. I think we need more faith and less doubt; more altruism and less rugged individualism; more heroes and hero worship and less idol breaking. We have become too inconoclastic. In our effort to be scientific and tolerant, I fear we have lost faith in those immeasurable qualities of the spiritual side of life, and have lost the character to take a firm stand against those subtle but evil forces both within and without our body politic that unchecked have the power to destroy us. Thus it appears that we are not only sorry for ourselves, but are so tolerant of criminals and other evil-doers, including aggressive makers of war on weak and helpless neutrals, that we may be in some danger of becoming victims not only of criminal individuals but of criminal nations as well.

Somehow, also, the schools must coöperate in the solution of our unemployment problems. It matters not whether the unemployed belong to the National Youth Congress, the Townsend Club, or the Thirty-Dollars-Every-Thursday aggregation. Society and its schools must tackle the problem of vocational training and placement and must find a better solution than we have yet found before either national or individual security can have any sound basis. Esau sold his birthright for a mess of pottage. Men of the twentieth century will do likewise if they become hungry enough. Given the choice between liberty and an empty stomach, and slavery on a full stomach, there is unfortunately little doubt as to which alternative most men will choose.

In closing let me say that I am not pessimistic as to what democratic America will do in the present crisis. I believe we will survive as a free people. In fact, I have hopes that this great crisis will weld us closer together than ever before. Every period of great trial has its compensations, every great war has left some permanent benefits to mankind in its wake. Defects in the body politic become so apparent in time of great danger that men are often able to remedy them after the crisis has passed. Perhaps this is only the dark hour that precedes the breaking of a new day. The dawn of a new and greater civilization may be coming over the horizon. Let us hope and pray and work toward this end.

1895-1940

FORTY-FIFTH ANNUAL MEETING

of the

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

to be held in

THE PEABODY HOTEL

MEMPHIS, TENNESSEE

Monday to Friday

December 9-13, 1940

Meeting of the Executive Committee of the Association
December 9, 10, 11

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Meeting of the Commissions
December 9, 10, 11

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Meeting of the Association
December 12, 13

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1940

President

Professor M. R. Hinson
Florida State College for Women

Vice Presidents

Superintendent Henry H. Hill
Lexington, Kentucky

Assistant Superintendent H. Reid Hunter
Atlanta, Georgia

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Port Arthur, Texas

Professor M. E. Ligon
University of Kentucky

President P. A. Roy
Loyola University
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* * * * *

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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President Rufus C. Harris
Tulane University

Secretary

President C. C. Sherrod
State Teachers College, Johnson City, Tennessee

* * * * *

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Chairman

Professor Gladstone H. Yeuell
University of Alabama

Vice Chairman

Director of Supervision J. W. O'Banion
Austin, Texas

Executive Secretary

Director Frank C. Jenkins
The Southern Association Study in Colleges and Secondary Schools
Nashville, Tennessee

COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Chairman

Dean K. J. Hoke
College of William and Mary

Secretary

Assistant Superintendent Lawrence G. Derthick
Nashville, Tennessee

LOCAL COMMITTEE ON RECEPTION AND ENTERTAINMENT

Superintendent Ernest C. Ball
Memphis City Schools

Superintendent Sue M. Powers
Shelby County Schools

President Charles E. Diehl
Southwestern University

President Richard C. Jones
West Tennessee State Teachers College

Principal Mary G. Hutchinson
Miss Hutchinson's School

Principal J. Matthew
Christian Brothers College

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Memphis, Tennessee

Program of the Annual Meeting

All meetings will be held in the
Peabody Hotel

Saturday, December 7, 1940

9:00 A.M. Meeting of Central Reviewing Committee for Public Schools of the Commission on Secondary Schools

Monday, December 9, 1940

9:00 A.M. Meeting of Central Reviewing Committees of the Commission on Secondary Schools (See Commission's Program)

Tuesday, December 10, 1940

9:00 A.M. Meeting of Commission on Institutions of Higher Education. Open Session (See Commission's Program)

9:30 A.M. Meeting of Commission on Secondary Schools. Open Session (See Commission's Program)

Meeting of Commission on Curricular Problems and Research. Open Session (See Commission's Program)

2:00 P.M. Meeting of Commission on Secondary Schools. Open Session (See Commission's Program)

Meeting of Commission on Curricular Problems and Research. Open Session (See Commission's Program)

Wednesday, December 11, 1940

9:00 A.M. Meeting of Commission on Institutions of Higher Education. Open Session (See Commission's Program)

9:3o A.M. Meeting of Commission on Seconday Schools. Open Session.

Meeting of Commission on Cirricular Problems and Research, with Commission on Secondary Schools. (See Commission's Programs)

2:00 P.M. Joint meeting of Commission on Institutions of Higher Education and Commission on Curricular Problems and Research. Open Session (See Commissions' Programs)

Meeting of Commission on Secondary Schools. Open Session (See Commission's Program)

Thursday, December 12, 1940

MEETING OF THE ASSOCIATION

Convention Hall, Peabody Hotel

9:00 A.M.

1. Music.—Southwestern Singers, Southwestern University, Mr. Burnest C. Tuthill, Director
2. Invocation.—Dr. R. J. Bateman, Pastor, First Baptist Church
3. Address of Welcome.—Hon. Walter Chandler, Mayor, City of Memphis
4. Response to Address of Welcome.—Principal James C. Harwood, John Marshall High School, Richmond, Virginia
5. "Sam Hathorn, A Memorial."—H. B. Heidelberg, Superintendent of Schools, Clarksdale, Mississippi
   "J. W. Brister, A Memorial."—Superintendent Ernest C. Ball, Memphis City Schools, Tennessee
   "J. H. Dillard, A Memorial."—Headmaster S. J. McCallie, The McCallie School, Chattanooga, Tennessee
   "William Preston Few, A Memorial."—President J. R. McCain, Agnes Scott College, Decatur, Georgia
6. Music.—Central High School Chorus, Memphis, Mr. Ernest F. Hawke, Director
7. Address: "The Defense of Democracy."—President Frank L. McVey, University of Kentucky, Lexington
8. Announcements and Committee Appointments
9. Address: "Significance of Junior College Terminal Education."—W. C. Eells, Executive Secretary, American Association of Junior Colleges

2:00 P.M.

1. Music.—Whitehaven High School Chorus, Whitehaven, Tennessee, Mr. Edward Tuggle, Director
2. Invocation.—President Spright Dowell, Mercer University, Macon, Georgia
3. Address: "Racial and Religious Tolerance as Related to National Defense."—Rabbi Abba Hillel Silver, The Temple, Cleveland, Ohio
4. Report of the Southern Association's Fraternal Delegate to the Middle States Association of Colleges and Secondary Schools.—Professor W. R. Smithey, University of Virginia, Charlottesville
5. Announcements
6. Music.—String Ensemble, Shelby County Teachers, Memphis, Mr. Paul Eaheart, Director
7. Address: "American Youth and National Defense."—President Homer P. Rainey, University of Texas, Austin

6:00 P.M.

ANNUAL BANQUET

Convention Hall, Peabody Hotel

Toastmaster: Superintendent Henry H. Hill, Lexington City Schools, Kentucky; Vice President, Southern Association of Colleges and Secondary Schools

1. Invocation.—President W. D. O'Leary, Spring Hill College, Spring Hill, Alabama
2. Music.—Booker T. Washington Singers, Memphis, Mrs. Mary Corpal, Director
3. President's Address
4. "The General College."—President Malcolm S. MacLean, Hampton Institute, Hampton, Virginia
5. "The Arts College."—Chancellor O. C. Carmichael, Vanderbilt University, Nashville, Tennessee

Friday, December 13, 1940

Convention Hall, Peabody Hotel

9:00 A.M.

1. Music.—State Teachers College Singers, Memphis, Mrs. Elizabeth Greenblatt, Director
2. Invocation.—Dr. John L. Horton, Pastor, First Methodist Church, Memphis
3. Announcements
4. Fraternal Delegate from the Middle States Association of Colleges and Secondary Schools, Dean Karl G. Miller, University of Pennsylvania; Secretary of the Middle States Association of Colleges and Secondary Schools
5. Fraternal Delegate from the North Central Association of Colleges and Secondary Schools, Dr. Irving Maurer, President of the North Central Association; President, Beloit College
6. Report of Commission on Institutions of Higher Education.—President Rufus C. Harris, Tulane University, New Orleans, Louisiana, Chairman
7. Report of Commission on Secondary Schools.—Dr. Gladstone Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa, Chairman
8. Report of Commission on Curricular Problems and Research.—Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia, Chairman

9. Report of Secretary-Treasurer.—President Shelton Phelps, Winthrop College, Rock Hill, South Carolina
10. Business Session:
    a. Report of Committees
    b. Unfinished Business
    c. New Business
    d. Resolutions
    e. Election of Officers
11. Adjournment

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PROGRAM OF COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Tuesday, December 10, 1940

Georgian Room, Peabody Hotel

9:00 A.M.

Meeting of the Commission
Organization of Committees

Wednesday, December 11, 1940

Georgian Room, Peabody Hotel

9:00 A.M.

Meeting of the Commission
Report of the Council

2:00 P.M.

Joint Meeting with Commission on Curricular Problems and Research

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PROGRAM OF COMMISSION ON SECONDARY SCHOOLS

Saturday, December 7, 1940

9:00 A.M.

Meeting of Central Reviewing Committee for Public Schools, Room 214, Hotel Peabody

Monday, December 9, 1940

9:00 A.M.

Meeting of Central Reviewing Committee for Public Schools, Room 214, Hotel Peabody
Meeting of Central Reviewing Committee for Private Schools, Room 213, Hotel Peabody

Tuesday, December 10, 1940

Ballroom, Peabody Hotel

9:30 A.M.

Music.—Tech High School Chorus, Mr. Wilson Mount, Director

Devotional.—Dr. H. T. Wood, Pastor of the Linden Avenue Christian Church

Report of Committee on College Freshman Achievement.—Paul L. Palmer, University of Chattanooga

Report of Committee to Study High School and College Guidance and Personnel Relations.—Superintendent J. M. Smyth, Canton High School, Canton, Mississippi

Address: "Youth Looks at Education and National Defense."—Dean L. A. Pechstein, University of Cincinnati

Appointment of Committees

2:00 P.M.

Report of Central Reviewing Committee.—R. R. Vance, State High School Supervisor, State Department of Education, Nashville, Tennessee

Report of Committee on Standards.—E. R. Jobe, State High School Supervisor, State Department of Education, Jackson, Mississippi

Nominations to Fill Vacancies on State Committees. (These will be announced by each state chairman)

Report of Committee on Use of the Evaluative Criteria.—M. E. Ligon, University of Kentucky, Lexington

Wednesday, December 11, 1940

Ballroom, Peabody Hotel

9:30 A.M.

Some Approaches of the Southern Association Study to Instructional and Administrative Problems:

1. In Secondary Schools.
   Dr. Druzilla Kent, Home Economics Education, University of Tennessee, Knoxville; and principals and teachers of secondary schools participating in the Southern Association Study
2. In Teacher-Training Institutions
   Dr. J. C. Matthews, Director of Teacher Training, North Texas State Teachers College, Denton; and representatives of colleges and universities coöperating with the Southern Association Study in conducting conferences during the summer of 1940

2:00 P.M.

1. Report on SOUTHERN ASSOCIATION QUARTERLY.—Holland Holton, Professor of Education, Duke University, Editor
2. Introduction of Fraternal Delegates
3. Report of Library Committee.—J. Henry Highsmith, North Carolina State Department of Education, Raleigh
4. Report of Routine Committees:
   Appeals
   Audit
   Budget
   Resolutions
   Nominations
5. Adjournment

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PROGRAM OF COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Tuesday, December 10, 1940

Cadet Room, Peabody Hotel

9:30 A.M.

General Theme: The Southern Association Study in Colleges and Secondary Schools

NOTE: This conference is planned for the purpose of acquainting the members of the Commission and other interested persons with the progress of the Study, giving them liberal opportunity to participate in the consideration of its future direction. Members of the staff will be present to assist in the discussion.

1. "The Study in the Selected Schools: Progress of Work"
2. "The Education of the Teacher Through Summer Conferences: Nature of Organization, and Quality of the Work"

2:00 P.M.

1. "Summer Conferences for 1941: Conference for Workers in the Study, and State Conferences at Institutions"
2. New Projects Suggested by Members of the Commission
3. Business Session

Wednesday, December 11, 1940

Ballroom, Peabody Hotel

9:30 A.M.

Meeting with Commission on Secondary Schools

(For program of this meeting, see program of Commission on Secondary Schools for this morning.)

2:00 P.M.

Joint Meeting with Commission on Institutions of Higher Education

President R. C. Harris, Chairman of Commission on Institutions of Higher Education, Presiding

Theme: The Southern Association Study in Colleges and Secondary Schools

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

RADIO PROGRAM*

Monday, December 9, 1940

Address: "Education and the Program of National Defense."—Vice Chancellor Alexander Guerry, University of the South

Address: "Implications of the International Situation for a State College."—President G. D. Humphrey, State College, Mississippi.

Tuesday, December 10, 1940

Address: "Responsibilities of State Departments of Education to the Program of National Defense."—J. Henry Highsmith, State Department of Education, Raleigh, North Carolina

Address: "Character Education and National Security." President L. H. Hubbard, Texas State College for Women.

Address: "Vocational Education and National Defense."—Dean R. L. Eyman, Florida State College for Women.

Address: "The Junior Colleges —A Successjul Experiment."—President James L. Robb, Tennessee Wesleyan College.

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* Stations and hours to be announced. All radio programs will come in the afternoon. Single address will require fifteen minutes, and two addresses listed together will require thirty minutes. If the programs are arranged as they were arranged when the Association met in Memphis two years ago, the programs listed on the left will begin at about one o'clock and those on the right at about four o'clock each afternoon. Stations WMC, the Commercial Appeal, Gayoso Hotel, and WREC, Peabody Hotel, will probably divide the programs.

Wednesday, December 11, 1940

Address: "Changing Concepts of Teacher Education."— President H. L. Donovan, East Kentucky State Teachers College.

Address: "Individual Security and National Defense."—President P. A. Roy, S. J., Loyola University

Address: "The Southern Rural Scene's Challenge to Education."—J. E. Brewton, George Peabody College for Teachers.

Address: "The Influence of the Southern Association on Secondary Education."—Superintendent T. Q. Srygley, Port Arthur Schools, Texas

Thursday, December 12, 1940

Address: "Undesirable Duplications in NYA and Local Educational Services."—Superintendent H. Reid Hunter, Atlanta Public Schools. Georgia

Address: "The College Women in Our National Crisis."—President Dice R. Anderson, Wesleyan College, Macon, Georgia

Address: "The Function of the College for Women."—Dean T. H. Napier, Alabama College, Montevallo

Address: "Teaching as a Profession."—Dean Emeritus C. A. Ives, Louisiana State University

HOTEL INFORMATION

PEABODY HOTEL

320 rooms (Headquarters)

Single rooms at.....$3.00 per day
Double rooms at.....$2.00 per day (per person)
80 twin bedrooms at.....$3.00 per day (per person)

150 rooms HOTEL CHISCA

Single rooms with bath at.....$2.00 and $2.50 per day
Double rooms with bath at.....$3.00 and $3.50 per day
Rooms, twin beds and bath.....$3.50 and $4.00 per day
Single rooms without bath at.....$1.50 per day
Double rooms without bath at.....$2.00 per day

HOTEL TENNESSEE

50 single rooms at.....$2.00 and $2.50 per day (per person)
50 double rooms at.....$3.50 per day (for two people)

125 rooms — GAYOSO HOTEL

Single rooms with bath	$2.00 to $2.50 per day
Double rooms with bath	$3.00 to $3.50 per day
Twin beds and bath	$3.50 to $4.00 per day
Single rooms without bath	$1.50 per day
Double rooms without bath	$2.50 per day

200 rooms — HOTEL CLARIDGE

Single rooms	$2.50 to $5.00 per day
Double rooms	$3.50 to $6.00 per day
Twin bed rooms	$4.50 to $7.50 per day

50 rooms — HOTEL DEVOY

Single rooms with connecting baths	$1.75 per day
Double rooms with connecting baths	$2.50 per day
Single rooms with private baths	$2.00 to $3.00 per day
Double rooms with private baths	$3.00 to $3.50 per day
Double rooms with private bath, twin beds	$3.50 to $4.00 per day

Meetings Held in Connection with the Southern Association

For a number of years certain groups of persons associated with member schools have found it convenient to meet in the same city and at approximately the same time as the Southern Association. These groups, although a majority of their delegates are also delegates to the Southern Association, are not in any technical sense affiliated with the Association. On account of their contribution to Southern education, however, and for the convenient reference of Southern Association delegates interested in their meetings, the QUARTERLY upon request of their officials is glad to publish their programs or such announcements of their meetings as their officials may supply.

The oldest of these organizations is the Southern Association of Colleges for Women, which is holding its nineteenth annual meeting December 11 at Memphis. The Conference of Academic Deans of the Southern States is holding its eleventh annual meeting the same day. The Conference for Summer School Directors will meet for the eighth time Wednesday evening, December 11, at a dinner meeting, place to be announced on the bulletin board of the Peabody Hotel. There is also a meeting for the first time of the "Southern Association of Junior Colleges" that was organized in Atlanta in April. The program is listed following the program of the Academic

Deans. For more specific information as to designated places of meeting, see the bulletin board of the Peabody Hotel.

PROGRAM OF THE NINETEENTH ANNUAL MEETING

SOUTHERN ASSOCIATION OF COLLEGES FOR WOMEN

Wednesday, December 11, 1940

Louis XVI Room, Peabody Hotel
Memphis, Tennessee

Morning Session

9:30- 9:45	Roll Call Appointment of Committees Announcements
9:45-10:30	"Women and National Defense."—Dr. W. C. Jackson, Dean of Administration, Woman's College of the University of North Carolina
10:30-11:00	"The Influence the Program of National Defense May Have on the Woman's College."—Dr. L. T. Lowrey, President, Blue Mountain College
11:00-11:30	"The Woman's College Faces Propaganda."—Dr. Annie D. Denmark, President, Anderson College
11:30-11:45	Discussion
11:45-12:00	Business Session
12:00	Adjournment
12:30- 1:30	Executive Committee Meeting

Afternoon Session

2:00- 2:30	Report of Commission on History and Publicity.—Dr. B. L. Parkinson, President, Mississippi State College for Women
2:30- 2:45	Discussion
2:45- 3:15	Report of Commission on Curriculum Revision.—Dr. E. M. Gwathmey, President, Converse College
3:15- 3:30	Discussion
3:30	Adjournment

Evening Session

Banquet

7:00- 9:00	Address.—Dr. John Keith Benton, Dean, School of Religion, Vanderbilt University

PROGRAM OF
THE ELEVENTH ANNUAL CONFERENCE OF ACADEMIC DEANS OF THE SOUTHERN STATES

Room 209, Peabody Hotel
Memphis, Tennessee

Wednesday, December 11, 1940

Morning Session

9:00

Registration

9:30

"A New Slant on the In-Service Growth of College Teachers."—Ernest V. Hollis, Commission on Teacher Education, American Council on Education, Washington, D. C.

"The Project of the Greenville County Council for Community Development and Furman University."—Dean Robert Norman Daniel, Furman University

"Liberal Education in American Democracy."—Theodore M. Greene, Professor of Philosophy, Princeton University; Chairman of the Committee on Educational Trends in the Humanities, of the American Council of Learned Societies

Discussion, led by Dean David C. Wilson, Hampden-Sydney College

1:00 – Luncheon

Afternoon Session

2:30

"The Function of Religion and Morality in the College Educational Program and Ways and Means of Realizing It on a College Campus."—A Panel Discussion.—Dean A. Theodore Johnson, Southwestern (Memphis), Chairman

Question Box: Dean E. N. Jones, Baylor University

Election of Officers

Officers, 1940

Dean Alfred H. Nolle, Southwest Texas State Teachers College, *Chairman*
Dean George M. Baker, University of the South, *Vice Chairman*
Dean C. Clement French, Randolph-Macon Woman's College, *Sec.-Treasurer*

PROGRAM OF
THE SOUTHERN ASSOCIATION OF JUNIOR COLLEGES

Tuesday, December 10, 1940

Peabody Hotel
Memphis, Tennessee

2:00 P.M.

Addresses and Forum Discussions.—Speakers and Leaders: Dr. Ernest V. Hollis, American Council on Education; Dr. Doak S. Campbell, George Peabody College for Teachers:
"Improving the Pre-service Education of Junior College Teachers"
"What Constitutes Good Junior College Teaching"

6:15 P.M.

Dinner
Address and Forum Discussion: "Terminal Education in the Junior College."—Dr. Walter C. Eells, Secretary, American Association of Junior Colleges

EIGHTH ANNUAL CONFERENCE OF SUMMER SCHOOL DIRECTORS OF THE SOUTHERN STATES

Wednesday, December 11, 1940

Peabody Hotel
6:15 P.M.

Dinner
Forum Discussion

Editorial Notes

The Amended Hatch Act and Federal Aid to Education

The amended Hatch Act and the questions that have recently been raised as to its restrictions upon the activities of persons connected with Land Grant Colleges apparently answer once and for all the question so frequently raised as to whether it is possible to obtain greatly increased aid to education from federal funds without having the schools in the last analysis operated from Washington. The answer would seem to be favorable to those who have insisted that increased federal aid means ultimate federal control. It will be recalled that the Hatch Act was passed, contrary probably to the personal political interests of a majority of the members of Congress who voted for it, because public sentiment over the country had been shocked by the revelation in certain local elections of the power of federal office holders to perpetuate themselves in power through manipulating primaries and public elections. The emotional reaction and the logical conviction of the voters forced the legislation through, in spite of the fact that the restrictions imposed by the act upon the political activities of federal office holders touched very deeply activities that good citizenship demands of the average citizen. Once the original act was passed, its extension to federal employees who received part of their salary from federal funds was logical also; in other words, the Hatch Act was passed to remedy a situation that the thinking people of America had decided should be remedied, and it was naturally extended for the same laudable purposes. But the basis of the extension was the fact that, since the federal government pays part of the bill, it has the right to use the power to withhold funds to compel the carrying out of ideas held by those in authority. If we apply this reasoning to school appropriations, we see the logical certainty that federal subsidy means federal control. For example, many of our Southern States are struggling, honestly and with increasing success, with the problem of increasing the salaries of Negro teachers, of improving school buildings for Negro children, and of otherwise administering as justly as they can the dual school system imposed by their traditions and social ideas. Suppose with this background and a heated election where the Negro vote was much courted, the winning party should promise to break down the segregation of the races in our public schools. Suppose furthermore—in the fashion of *Uncle Tom's Cabin*, to say nothing of more recent propaganda novels known and read as best-sellers—isolated instances of injustice, skillfully woven together and presented by some neurotic writer of great power, were to inflame public sentiment and rationalize a justification for the promises made in the heat of the presidential campaign.

In short, it would seem that unless we are willing to face the probability of absolute federal control, insistence upon the forms of federal aid most actively urged by the educational forces within the past few years may lead to unpleasant complications. This fact just stated, however, does not mean that the educational forces should drop their attempt to interest the federal government in the problems of education. *It means, rather, that the problem can best be solved by unifying a program of national education in which the contributions of the federal government are kept distinct from the contributions of the state and local communities, each government paying for and frankly controlling the type of education for which it assumes responsibility.*

The Junior College

The aggressive enthusiasm of the junior college to extend its sphere of influence is one of the interesting educational developments of this time. If economic conditions improve markedly, we shall probably see a drive for the establishment of new public junior colleges in many parts of the South. Such a drive will be legitimate in so far as it seeks *new* public money for *new* services. It will be unfortunate in so far as it seeks to crowd junior colleges into existing budgets. This misfortune of crowding the junior college partly or wholly into existing budgets is the first that the genuine advocates of the junior college would seek to avoid.

Some of the arguments that the advocates of public junior colleges can and probably will use are these:

1. To continue the general education of boys and girls who cannot go or do not wish to go to a four-year college and desire a year or two more to make up their minds as to vocational or other plans;
2. To keep the boys and girls in school at home or near home longer than the high school can hold them, this aim again being a continuation of secondary school training;
3. To give the first two years of college more economically than they can be obtained in a standard college.

On the other hand, an argument that might for a brief period be used effectively is one that to the QUARTERLY seems utterly unwarranted—the argument that the junior college could and would give to one and the same high school graduate preparation for an occupation and also for "personal and social citizenship." A junior college sold to the public on this basis would probably prove a serious disappointment to any community misled into establishing it. Except in large centers of population, we have not been too successful in operating technical high schools. With the increasing mobility of labor, the local community is too small a unit to give adequate vocational choice and training to its young people. Furthermore, the policy of putting so-called vocational units into high schools aiming

primarily for general education has too frequently resulted merely in giving the student an elective unit he could substitute for some "hard subject" and still not be expected to pass the new and presumably "easy" unit with more than a "gentleman's C," or even a "D." This is an unfortunate attitude to have toward one's vocational preparation.

Any community facing a drive for a junior college to give general education and at the same time give vocational education should insist on having categorical answers to such questions as these:

1. What specific trades are going to be included in the curriculum?
2. How many jobs, and at what wages, are available in the community and the surrounding area in these particular trades?
3. Is there sufficient turn-over in these trades in this community and area to enable more than one or two graduating classes to find jobs in vocations for which they have prepared?
4. Is the machinery necessary for teaching these trades so inexpensive that it can be discarded after the few laborers needed have been trained? Or, is the endowment of the proposed college or its tax support sufficient to permit installing new machinery to train for new trades as local conditions change?
5. Is the trade so simple that the student in the two years of his junior college training can give half or less of his time to it and graduate properly prepared for the job proposed?
6. When you promise the student and his parents to give him both "general" and "vocational" education, are you talking about the *same* student, or two students—one of whom will elect one course and the other another? And if you really have thought out vocational training in a practical way, do you mean to give it, or merely to use it to coax some poor lad already sick and tired of "general" education to spend another year or two in school?

In short, it will be most unfortunate for the junior college to repeat the experimentation of the last two or more decades in high school and senior college of trying to give the same student general education and specific vocational training at one and the same time. Nine times out of ten where this combination has been attempted the vocational education has proved to be too general to give the student the training he and his parents thought he was getting. Pseudo-vocational units have perhaps done more to weaken popular respect for the schools and popular support than any other one thing that the schools may have done poorly. When a standard high school, for example, graduates a student from its commercial course and that student then has to attend a private business school for as long a period as students who have had no commercial course, the public gets a poor impression as to the quality of *all* the work done in that and other standard high schools.

"Unifying Education for National and Individual Security"

The open forum announced in the August number and presented in this issue of the QUARTERLY on "Unifying Education for National and Individual Security" raises questions that suggest certain plausible answers, in line with the comments we have made on the amended Hatch Act and the Junior College.

1. (a) If compulsory military service becomes a fairly permanent part of our national policy, how can this policy be fitted into the educational system of the nation? (b) What is your opinion as to whether compulsory military service should become a permanent policy?

It seems to be pretty generally agreed that the effective "blitzkrieg" of the totalitarian powers against the democracies was made possible by the fact that the totalitarian powers had been preparing persistently and carefully for military conflict. They had been preparing their whole national economy along with their military resources while the "free peoples" had not. This preparation had taken place in spite of the fact that the Treaty of Versailles had attempted to disarm the German people. Apparently, except by continual warfare, or by some form of international police force, far stronger than any plan for a League of Nations so far proposed, the free peoples cannot prevent the sudden and persistent arming of any potential disturber of the peace. If this is true, America will probably have to accept compulsory military training just as it accepts compulsory jury duty or other duties of citizenship. Like the Athenian democracy of old, we shall apparently have to find out the minimum amount of military training necessary to protect our nation from sudden attack and give that training to every able-bodied lad about the time he finishes his formal schooling and if possible before he begins his career as a member of the economic community. Compulsory military training so far as we can see now will become a permanent policy. It should, however, be a serious part of the citizens' education and not something for children of tender years to play with in junior R. O. T. C. organizations. The R. O. T. C. on the college level has been valuable, and the government will probably find it desirable to continue the college R. O. T. C. There have also been excellent secondary schools with military training whose students or their parents seek them out because of their interest in this type of training. These might also be continued. On the other hand, to launch wholesale propaganda to introduce junior R. O. T. C. units into public high schools smacks too much of the "Hitler Youth" idea to be appealing at the present stage of controversy. There is the further question of so diluting the military training given in these units organized for children as to make it valueless—aside from the harmful emotional effects. Men and women engaged in education will probably do well to respect the provisions of the Selective Service Act

starting conscription for military training at the age of twenty-one. It would seem that this precaution should especially apply to high schools supported by public funds that do not already have a strong community and traditional military sentiment.

2. (*a*) *Is it desirable that the CCC and NYA, either or both, become a permanent part of the educational program?* (*b*) *If they are to become a permanent part of the educational program, how can they best serve the purposes of education?*

Both the CCC and the NYA seem to have met with general approval. The CCC in particular seems to be thought of less and less in terms of a temporary expedient. The valuable training it has given to thousands of young men and the material returns it has been able to make have won general approval. If military training is to become compulsory for all youth, the major objection against military training for the CCC is also removed. It may become desirable to combine the CCC program with training for military service. Similarly the NYA program for out-of-school youth should probably be enlarged into a more definitely vocational program preceding or immediately subsequent to the required military training. The NYA program for youth who wish to remain in school for the purpose of general education will probably be restudied after the emergency with the idea of determining how far the federal government wishes to work out a program of subsidizing general education and to what extent it will insist upon NYA students going into more definitely vocational training. In any event the subsidizing of individual students by the federal government would seem to be sounder practice than attempting to subsidize one school in competition with another.

3. (*a*) *How may the school and other educational agencies coöperate in taking care of the "slack" in the time of the young citizen caused by the fact that the average young person under present conditions is unemployed for from six months to two years after he leaves school?* (*b*) *It is possible so to coördinate the agencies for vocational training and job-placement that vocational education will be for an available job?*

4. *How can vocational education that functions as a program of training for jobs that actually exist be achieved?*

This writer believes that the federal government should establish real trade schools connected with an adequate placement service for all young people who have completed all of the "general" or "civic" training they are willing to complete. These federal trade schools might or might not be connected with the necessary military training that is apparently on the road to becoming a permanent part of our educational scheme of things; the federal government is apparently the only agency in the field that can provide vocational schools preparing for jobs that are actually available. It can deal more satisfactorily than other agencies with the problems arising from the fear of union labor that vocational education may overcrowd certain trades. It can also move equipment from place to place, after all

the tradesmen of some type needed in a certain area have been trained. Instead of continuing to fight for a federal subsidy of general education, it would seem to this writer that the time is ripe to say to the government that the states and communities can take care of general education as they have traditionally provided for it; but having said that, educators can then say with vigor that if the government is to find it necessary to take at least twelve months of the working career of young people for military training, *the government has more than ever the obligation of training these same young people for jobs that actually exist and directing them there when the military and other training is over.*

The dilemma presented by the amended Hatch Act that we must forego any general federal subsidy of education or acquiesce in federal control of local school systems can thus be avoided. The federal government by general admission has the right and duty to provide and require adequate military training of its citizens. According to the present plans, military training means taking one year of the productive life of youth. The federal government therefore has a just obligation to offer youth vocational training that will enable it to start promptly a vocational career after completing the military training. Furthermore, national defense depends perhaps more upon economic preparedness, year in and year out, than even upon military preparedness. The government therefore has a selfish interest in increasing economic efficiency of all its citizens. Finally, the facilities of the United States Bureau of the Census are the only facilities in this country that can gather sufficient facts far enough in advance to know the definite trends of employment and to make possible provision for vocational needs. These facilities combined with the facilities of a large federal employment service could guarantee the best economic preparedness in the world. They would furthermore have the desirable effect of driving out of our high schools, junior colleges, and colleges the pseudo-vocational courses that mislead youth into thinking he is preparing for a job when there is no job to be had.

5. Are there certain subjects such as the fundamental knowledges and skills of home economics and industrial arts (specifically, the use of ordinary tools and the manipulation of common materials) that should be taught to all students, or all girls, or all boys, as a part of general education, without compelling schools to organize such courses into "units," and substitute them for other subjects?

This writer believes that there are certain subjects such as the fundamental knowledge and skill of home economics and industrial arts that should be taught to all students, or all girls or all boys as a part of general education. It seems to him that the increased organization of what were once called extracurricular activities and the emphasis upon integration of "large-unit" courses point strongly to the feeling that secondary education should include materials not expected to be specificially a part of college entrance requirements. He remembers quite well the weekly "manual training"

classes required of him from the fifth grade through high school and the weekly classes in art required through elementary and secondary school. There were corresponding classes required of all girls in home economics as well as the weekly classes in art. The "manual training" and home economics classes were on a double-period basis, but carried no unit of entrance credit to college. They were simply intended to teach the boys and girls how to deal with tools and materials around them and were taken for granted as a part of general education. Today, in the same schools, the pupils who get either industrial arts or home economics must crowd some other work out of their program, in spite of the fact that they are encouraged to organize into many types of clubs requiring as much time as the courses of the old days and offering neither the continuity nor probably the continued satisfaction. There seems to be only a limited number of vocations that can be taught economically in secondary schools side by side with "units" of a general education. Foundation work in arts and practical arts, however, should probably be given to all children. Between the extremes of trying to organize all high school work into "large units" and on the other hand giving the children nothing but isolated units of college preparatory work, there would seem to be a large area for the organization of general courses like those under discussion. The old style manual training courses found their way into the schools with justification based upon disciplinary theories of education and to a large extent passed out with the weakening of those theories. Under the guise of the new industrial arts courses—with sound justification on the basis of opening to the individual the personality development and confidence that comes from knowing how to manipulate common tools and materials and the pleasure of creative work—they may well be brought back.

6. Is there any way by which federal aid to education, instead of directly subsidizing schools now provided by the states and local communities, could be used to supplement and coördinate the various educational agencies with the idea of providing practical vocational education and practical placement of young people in jobs?

In answer to this question, let us summarize what has already been suggested in this article:

1. Young people under the conditions of the last ten years have up to two years of more or less unoccupied time between the conclusion of their formal education and placement in a job.

2. The federal government has apparently been driven by force of circumstances to use half of this time for military training. (Of course, a limited amount of general training may prove to be possible in connection with the military training, as has been proved in the U. S. Navy, but we can probably trust the military men not to weaken the actual military training given by trying to impose too many "units" of something else—to the detriment of the whole program!)

3. For the purposes of strengthening itself economically, the government might well supplement this year of military training with a year of rigid vocational training, or with less in the case of skilled trades requiring less than one year.

4. The federal government through the U. S. Bureau of the Census has facilities for determining areas in which employment may be found and can move schools and equipment from place to place as changes occur and training for certain types of trades is no longer needed in certain areas.

5. These federal schools could avoid the division of time we have so persistently attempted to make during the experimental stage of vocational education between general and vocational education, with the tragic result that so many students think of their vocational "units" as merely other school subjects to be "passed" with the lowest acceptable "grade." These schools would be open to boys and girls who have definitely decided that they are through with their general schooling and are ready to prepare for economic independence by devoting their entire time to vocational training. For them these schools would mean the same that the law school or the medical school means to professional students in those fields—a full-time course taught by successful practitioners in their fields, unhampered by some educator's theory as to what kind of "general education" such workers should have. If a student should present himself for a course in some trade without prerequisite work in science or mathematics necessary for that trade, he could go back to schools that were concentrating their efforts on teaching science or mathematics, just as the law student or the medical student must do today when he fails to meet the requirements of the school he desires to attend. On the other hand, if he merely needed a limited amount of specialized work in science, the federal trade school could work that into his regular course—just as the medical school sometimes has to work in supplementary chemistry or physiology as an incident of its teaching. But the student would have no doubt that he was in a trade school preparing for his chosen trade, taught by teachers interested in making a good tradesman out of him without any incidental urge to coax him to go to college or follow some other extraneous ambition.

7. The experiments with CCC and the NYA indicate the possibilities for vocational education on a national basis if undertaken single-mindedly with students honestly trying to find a place in the economic scheme of things.

8. The assumption of responsibility for trade schools by the federal government, with its unparalleled resources and facilities for the placement of graduates, would go far toward solving the problem of federal aid to education. Local and state school systems relieved of the problems of vocational education, except in so far as they are doing a satisfactory job and wish to continue it, could use more funds in giving general courses in

industrial arts, home economics, the fine arts, and other fields of general interest. Perhaps as the result of being able through released funds to do better the job of general education, they might gain a greater popular support than they can now command when both energies and funds are divided in the attempt to give expensive and unpredictable trade education side by side with the general education that should come to as many citizens as can be induced to take it.

9. In other words, we have passed through a period of somewhat costly but justifiable experimentation with the idea of trying to combine vocational and general education. We have been somewhat misled by our own analysis and in applying our theories. For example, anyone admits that one of the necessary forms of education for the individual equally important with almost any other kind of education that can be considered is vocational education. We then jump to the conclusion that this vocational education must be given in the public schools side by side with general education in aesthetics, in literary and moral attitudes, and what not. We overlook the fact that in nearly every other field we are trying to give foundational or elementary knowledges, skills, and attitudes rather than finished or final skills and understandings. The work ordinarily classed under industrial arts more nearly corresponds to these elementary materials than the elaborate vocational courses. We can probably teach the "dignity of labor" better by letting the children work with the elementary manipulation of tools and materials than by bringing too precise trade education into the ordinary public high school. In the older and traditionally more dignified professions, we assume that the actual vocational education is given *after* general education has been completed in its formal school aspects. This is true in law and is true in medicine. It is coming to be true in theology, and there is a strong movement toward it in the training of teachers. (We refer of course to the fact that a fifth year of professional training is being urged so strongly for beginning teachers instead of letting them go into the work on the basis of such professional training as they can mix into a general arts course during their junior and senior years in college.) The development of engineering courses has advanced to the point that in most of our better equipped engineering schools practically all of at least the last three years of the course leading to the Bachelor of Science in Engineering is purely professional work. The same trend is clearly shown in accounting curricula, in which practically the entire junior and senior years are demanded for vocational courses leading to the C. P. A. examination. As a general rule, it seems to be true that whether based upon two years of high school training or four years, or two years of college training or four years of that, *when vocational education becomes specific and ceases to be general and preparatory, it should be done in a professional or trade school and have the concentrated interest and atten-*

tion of the student. With the increased interest the federal government is showing in youth, as exemplified in the various youth agencies, and with the realization of the necessity for economic preparedness as well as military preparedness, it would seem that the time is ripe to get away as steadily as possible from the attempt to dilute vocational education with general—whether in the high school, the junior college, or the senior college.

Father Constantineau

The Very Reverend H. A. Constantineau, President of Our Lady of the Lake College, San Antonio, Texas, died July 9, 1940. Father Constantineau's cordial smile and warm handshake were well known in meetings of the Southern Association. Although he was also a member of the Commission on Institutions of Higher Education for only a brief period, 1934-36, and was not aggressive in urging his views, he was a valuable participant in the business of the Association because of his genuine sincerity and good will.

William Preston Few

William Preston Few, President of Duke University, and member of the Commission on Secondary Schools of the Southern Association, died after a brief illness October 16.

Trinity College, now the undergraduate college for men of Duke University and from which the University developed, was one of six charter members of the Southern Association in 1895. Dr. Few entered the service of the College the next year, and from the beginning of his service, first as professor of English and Dean of Trinity College until 1910, then as President of the college, and finally as President of Duke University since its organization in 1924, took an active interest in the Association. He served on many important committees, including the Executive Committee from 1933-1936. He was a member of the Commission on Institutions of Higher Education from its beginning in 1917 until 1939, when he became ineligible to succeed himself in accordance with the terms of the new constitution. He was last year elected a member of the Commission on Secondary Schools. He was elected President of the Association in 1932 and presided over the Nashville meeting the following December.

His influence was always in the direction of higher standards, to be raised steadily but slowly, and to be enforced fairly and impartially but with absolute sympathy for the weaker colleges and their representatives. No man on the Commission on Institutions of Higher Education had more friends among the presidents of struggling colleges, and perhaps no man's friendly advice was sought more frequently by his colleagues in trying to solve their personal and institutional problems. Although he was in posi-

tion of leadership at the time when agitation for the new constitution was taking a sharp turn toward personal criticism of the leadership of the Association and particularly of the Commissions, his influence was calm and effective in keeping out personalities and effecting sane compromise. He stated frankly and early his objections to the first draft of the new constitution and with equal frankness that he thought more change of leadership than had been attained within the preceding few years was probably desirable. As much as any one man he kept alive the conferences and negotiations between the leaders of opposing factions until the new constitution was finally whipped into shape. Before the final draft was presented to the Association he expressed his opinion that it was a good piece of work, and after adoption he opposed all dilatory tactics in carrying out the new provisions.

One of the most encouraging features of Southern education has been the genuine willingness of men like President Few, who have had the heaviest burden of building and leading their own institutions, to give so much of their time to the Southern Association and through and beyond it to the institutions, colleges, and secondary schools of this area.

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THE SOUTHERN ASSOCIATION QUARTERLY

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The April, 1940, Meeting of the Southern Association

In Memoriam

The State University in This Changing World

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Builders of the Southern Association

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